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Center for the Advancement of Education 1985-86 Catalog

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 NOVA UNIVERSITY

Center for The Advancement of Education

1985-86 Catalog



Center for The Advancement of Education

1985-86 Catalog

Volume 5, Published August 1985

Policies and programs set forth herein become effective September 1, 1985. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

Nova University is chartered by the State of Florida and accredited by The Commission on Colleges, Southern Association of Colleges and Schools. Nova University admits students of any race, color, and national or ethnic origin.



The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to human needs. Hence, Nova University continues to seek solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness, and personal awareness.

*Alexzander Schure
Chancellor, Nova University*

Now entering its third decade, Nova University is beginning to see the impact that its graduates are having on the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality while it is meeting these needs.



*Abraham S. Fischler
President, Nova University*

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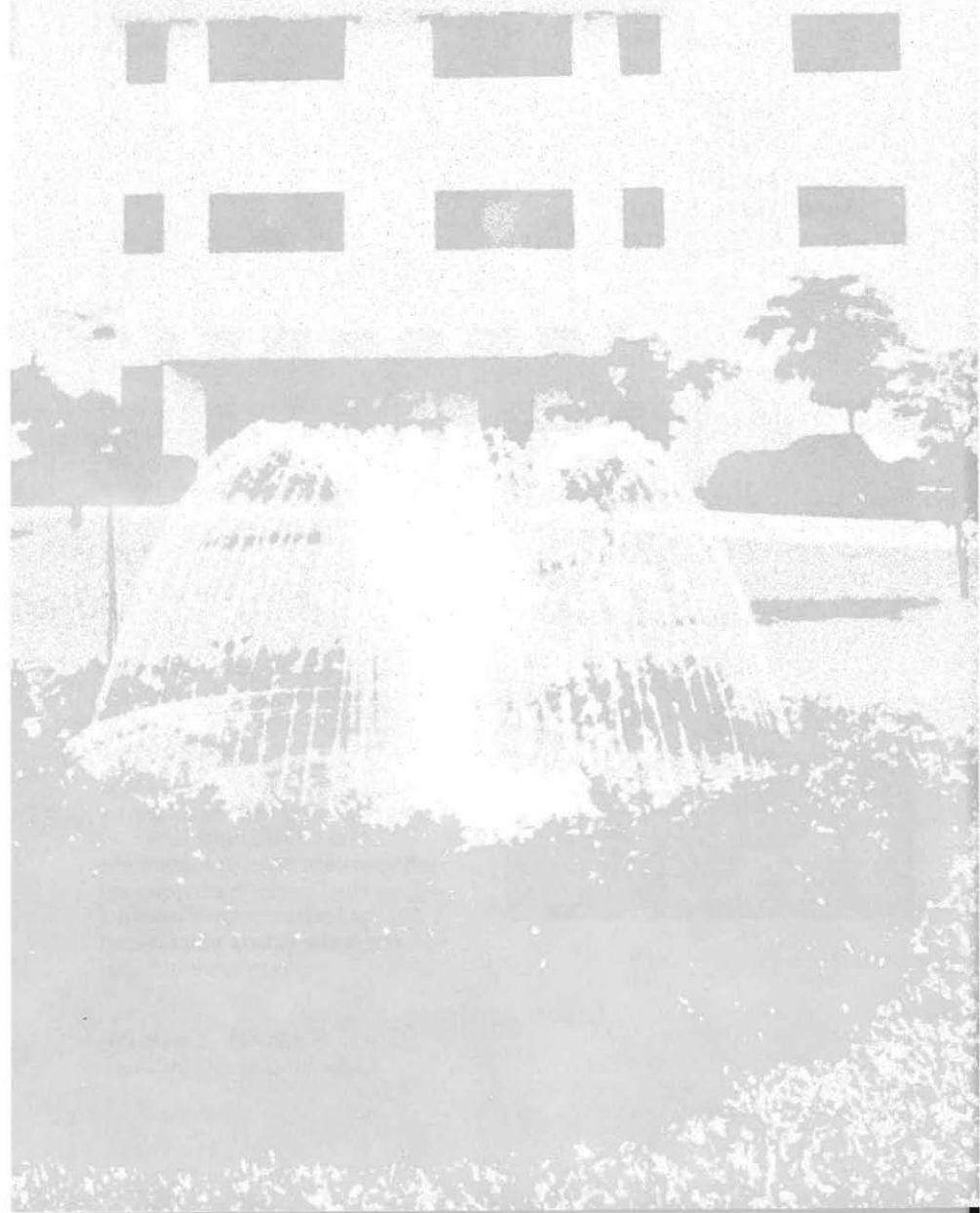
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MAILMAN FAMILY CENTER



Center for the Advancement of Education

The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education.

Because of its commitment to the working professional, the center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The center also aids professional educators in achieving personal goals, including certification requirements.

The programs offered by the center:

Master's Program for Child Care Administrators

This program, designed for administrators, emphasizes one of the following specializations: 1) Administration of Day Care and Preschool Programs for Young Children, and 2) Administration of Residential, Treatment, and Community-Based Programs for Children and Adolescents. Students study four modules of course work, complete a major applied project (practicum), and attend an institute. The primary mode of instruction is guided study.

Graduate Education Module (GEM) Program

The participants include teachers, administrators, and health educators seeking master's and educational specialist degrees, additional areas of certification, extension of certificate and "redirection" credits in 23 majors. Graduate Education Module (GEM) learning experiences are organized into six- and nine-credit modules, the latter taught by faculty teams.

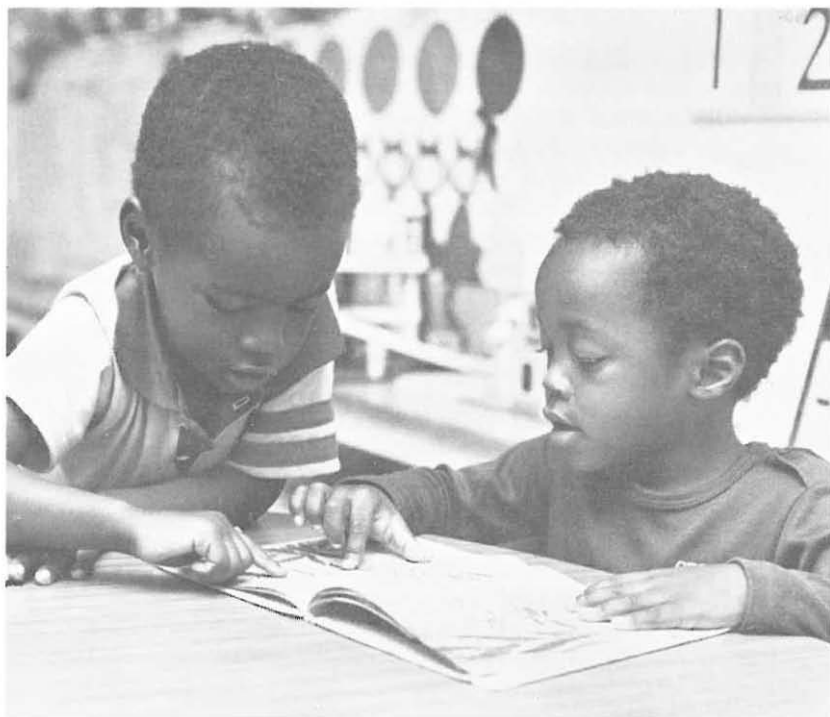
Master's Program in Speech and Language Pathology

This clinically-based program is designed for persons who wish to obtain Florida licensure in Speech and Language Pathology and who wish to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. Individuals also may meet coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education. The primary modes of instruction consist of lecture, clinical teaching, and supervised practicum experience in a variety of service delivery settings. This training program prepares students for a professional life providing speech-language services to communicatively handicapped individuals of all ages. As a graduate speech pathologist, the individual can enjoy the respect and professional and personal gratification that is afforded a competent, compassionate clinician.

Ed.D. Program in Early and Middle Childhood

This field-based program is designed for employed professionals who hope to achieve leadership positions in early and middle childhood. Participation is open to educators, counselors, psychologists, social service personnel, and other helping professionals, who have an impact on the lives of young children. The program's three components consist of five study areas, two practicums, and two summer institutes.

MASTER'S PROGRAM FOR CHILD CARE ADMINISTRATORS



Nova University offers a field-based master's degree program designed specifically for administrators of child care programs. There are two specializations within this major: administration of day care and preschool programs for young children; administration of residential, treatment, and community-based programs for children and adolescents. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do reading and assignments without coming to the Nova campus. Nova faculty work with students in regularly scheduled telephone tutorials. Many of the activities and assignments in the program of studies relate directly to managerial tasks within the students' job settings. During the period of the program students attend one Summer Institute. Summer Institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child care and related fields. Students also perform practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their settings.

Admission Requirements

Because the Master's Program for Child Care Administrators is designed specifically to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments.

Admission requirements for administrators of programs for young children:

- 1) A baccalaureate degree from a regionally accredited college or university
- 2) Administrative or supervisory responsibilities in a program for young children (For example, Head Start, day care, and preschool program directors are eligible for admission, as are administrators with umbrella agencies.)
- 3) Evidence of ability for successful independent study at graduate level

Admission requirements for administrators of residential, treatment, and community-based programs for children and adolescents:

- 1) A baccalaureate degree from a regionally accredited institution
- 2) Two years of full-time experience as a youth or child care worker in a residential setting, group-living setting, or community setting
- 3) Administrative or supervisory responsibility in a youth or child care program
- 4) Evidence of ability for successful independent study at graduate level

Transfer of Credit

Thirty-six credits of graduate work must be completed for the M.S. degree. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the Student Affairs Advisor. These credits must have been earned within the past ten years.

Program Overview

Students in the Master's Program for Child Care Administrators enter at specified times and form a "cohort" that follows the same schedule and meets at the required Summer Institute session during the program. Members of a cohort may be widely distributed geographically but will have opportunities to interact and share assignments through the Summer Institute, telephone conferences, and study groups when possible.

Coursework for the program is grouped into six-credit modules and nine-credit modules, units of two and three related courses under supervision of the same faculty team. Each cohort will have its own schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Coursework will require approximately eighteen months. An additional period may be taken by students to finish the practicum, giving a total of twenty-four months for finishing the program. During the students time in the program they must attend one Summer Institute. The Summer Institute is a required experience when students meet with members of their cohort, Nova faculty, and other experts in their field.

The Summer Institute is held in Fort Lauderdale in July. Students receive detailed information regarding the Summer Institute in the Spring. Although there is no charge for the Institute itself, students are responsible for their travel and lodging costs.

Specialization in Administration of
Day Care and Preschool Programs

Specialization in Administration
of Residential, Treatment, and
Community-Based Programs
for Children and Adolescents

Nine-Credit Module: Development
of Programs for Young Children

Nine-Credit Module: Therapeutic
Programs for Children

Nine-Credit Module: Administration of Children's Programs

Six-Credit Module: Politics and Policy in Child Care

Six-Credit Module: Management: Legal and Financial Aspects and

Program Evaluation

Practicum (6 credits)

The practicum may be initiated at anytime after the student successfully completes a nine-credit module. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

Summer Institute "Programming
and Management of Programs for
Young Children" (one week,
required)

"Programming and Management
of Programs for Children and
Adolescents" (one week,
required)

Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 or higher grade point average, the student is eligible for admission as a candidate for the master's degree. During the first module the student must submit three letters of recommendation from colleagues or other persons who know his/her work and an official transcript, sent directly to Nova University, from the previous degree granting institution. The Candidacy Committee then evaluates completed files, confirms that the required 3.0 grade point average was earned in the initial module, and notifies the student of admission to degree candidacy.

Grading

Since students are expected to produce quality, graduate level work, a grade-point average of at least 3.0 (B) must be maintained for retention in the program. Incomplete grades must be made up within four months of the ending date of the module. Failure to do so within the four-month limit will result in a change of grade from I to F.

The evaluation system includes:

A = Excellent achievement	D = Poor achievement
B = Good achievement	F = Failure
C = Below expectations for a graduate student	I = Incomplete

Degree Completion Requirements

To graduate, a student must successfully complete two nine-credit modules and two six-credit modules, a total of 30 credits, and a six-credit practicum. In addition, students are expected to attend and participate actively in one Institute experience during their time in the program.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Students who officially withdraw may petition the Director if they wish to re-enter the program with another cohort, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations applying to the new cohort they join.

Registration

Students register through the Director of the Master's Program for Child Care Administrators. Registration materials for each module will be sent automatically to each cohort member. Registration materials for the Practicum will be sent automatically to students admitted to candidacy. (Students may register for the Practicum at any time after admission to degree candidacy.)

Grievance

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department.

Student Costs

Costs include a \$30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova program. Tuition is \$110.00 per credit, with a \$125.00 materials fee for guided study course

work. A nine-credit guided study module costs \$1,115.00; a six-credit module, \$785.00; the practicum module, \$660.00. Total cost for tuition for the program is \$4,460.00. Students will have no textbook costs, since textbooks, guides and all course-related materials are included in the materials fee charged for guided study course work. There is no fee for the required Institute experience, but room, board, and travel for the Institute are at the student's expense. (Tuition and fees are subject to change without notice.)

Students may receive an extension of six months beyond the two year limitation by submitting a written request to the Director. The Director will make a determination based on the amount of work outstanding and the probability of completion within six months. The Director will respond to the student's request in writing. A fee of \$350 will be charged for the six month extension.

Tuition Payment Policy

- Application Fee: —\$30.00 payable with all new student applications
- Nine-Credit Module: —\$990.00 plus \$125.00 materials fee
 - \$455.00 payable two weeks before the cohort's starting date for the module
 - \$330.00 payable by the end of the fifth business week of the module
 - \$330.00 payable by the end of the ninth business week of the module
- Six-Credit Module: —\$660.00 plus \$125.00 materials fee
 - \$455.00 payable two weeks before the cohort's starting date for the module
 - \$330.00 payable by the end of the fifth business week of the module.

A late fee of \$25.00 will be charged for payment *received* after the due date.

Tuition Refund Policy

Any student wishing to withdraw from the program must notify the director of the Master's Program for Child Care Administrators in writing. No part of the application fee will be refunded. Refunds for six and nine-credit modules are based on the following:

- For 100% refund, withdrawal in writing prior to the official beginning of the module.
- For 75% refund, withdrawal in writing before the third week of the cohort's involvement with the module.
- For 50% refund, withdrawal in writing before the fifth week of the cohort's involvement in the module.
- No refund after the fifth week.
- Refunds will be based on the *postmark date* of written notification.

Financial Aid

Nova University operates several programs for student financial aid in order to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Financial Aid, Nova University. Telephone number (305) 475-7410.

Module Descriptions

POLITICS AND POLICY IN CHILD CARE, 6 credits This module is an introduction to child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered. (CCM 510, CCM 565)

MANAGEMENT: LEGAL AND FINANCIAL ISSUES AND PROGRAM EVALUATION, 6 credits This module provides basic background in financial management and budgeting and laws relating to nonprofit and proprietary programs for children and adolescents. (CCM 535, AS 505)

DEVELOPMENT OF PROGRAMS FOR YOUNG CHILDREN, 9 credits This module covers theory and research in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation skills. (HB 501, EC 5281, CU 501)

THERAPEUTIC PROGRAMS FOR CHILDREN, 9 credits This module provides an overview of theory, research, and practice in the design and delivery of supportive and therapeutic programs for children and adolescents. The focus is on the design and delivery of a total, integrated program. (CCM 501, CCM 502, CCM 503)

ADMINISTRATION OF CHILDREN'S PROGRAMS — Management Skills, 9 credits This module is designed to provide current administrators with the skills required to run small and large scale programs or projects. There is an emphasis on program planning, grantsmanship, budgeting, and program development in addition to leadership and supervisory skills. (AS 500, AS 520, AS 550)

CHILD CARE MANAGEMENT

CCM 501 Theories and Research in the Development of Personality and Behavior This course covers theories and research in child development, personality, and learning that form the foundations for therapeutic and support programs for children and adolescents.

CCM 502 Counseling and Intervention Techniques for Children's Programs This course is an overview of counseling and intervention techniques and practices for use in residential, treatment, and community-based programs for children and youth.

CCM 503 Design of the Therapeutic Environment This course covers the design and implementation of therapeutic milieus for children and adolescents.

CCM 510 Profession An historical review of child care and a socio-political analysis of its status as an occupation and as a human service.

CCM 535 Legal and Financial Aspects of Child Care Management This course covers basic background in financial management and law relating to proprietary and nonprofit programs for children and adolescents. Topics include financial management and planning, budgeting, personnel law, licensing, and child custody issues.

Course Descriptions*

ADMINISTRATION

AS 500 Educational Resource Development

This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Non-financial resources discussed include volunteer programs and free-loaned, and reduced-rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and they will develop techniques for writing proposals.

AS 505 Evaluation for Administrators

This course will prepare the administrator to evaluate the full range of activities for which he or she is responsible. Techniques will range from informal, in-house methods to the employment of sophisticated consultants.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems

This is a basic administration course covering all aspects of leadership philosophy, style and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the administrator at each level in the organizational hierarchy.

AS 550 Supervision of School Personnel

This course provides an orientation to planning, organization, personnel motivation, in-service training, supervision and evaluation of personnel, and the techniques of successful supervision.

CCM 565 Policy

The policy making process as it relates to children and families. A review of current agencies and organizations involved in developing and implementing child and family policy and programs. Principles of child advocacy.

CURRICULUM

CU 501 Curriculum

Study of the design and implementation of formal curriculum models. An examination of the research completed on these models, as well as the conceptual basis for less formal models of curriculum.

EARLY CHILDHOOD

EC 5281 Individualized Instruction in Early Childhood Education I (Theory)

Exploration of different early childhood model programs for young children, in-depth studies of curriculum including self-concept development, social studies experiences, activities, and mathematics for early childhood programs.

HUMAN BEHAVIOR

HB 501 Child Development

This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, intellectual, social, emotional and creative.

PRACTICUM

CCM 688

The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory educational situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process. The student attends a workshop at the required Institute, receives a descriptive handbook, and works closely with a Faculty Advisor during this component of the program.

**Descriptions of the courses which are grouped together to form the 6- and 9-credit modules.*

THE GEM PROGRAMS



The GEM Programs (Graduate Education Modules) provide opportunities for full-time professionals to pursue master's or educational specialist degrees in 23 major areas.* The focus is on the improvement of practice and the achievement of career objectives.

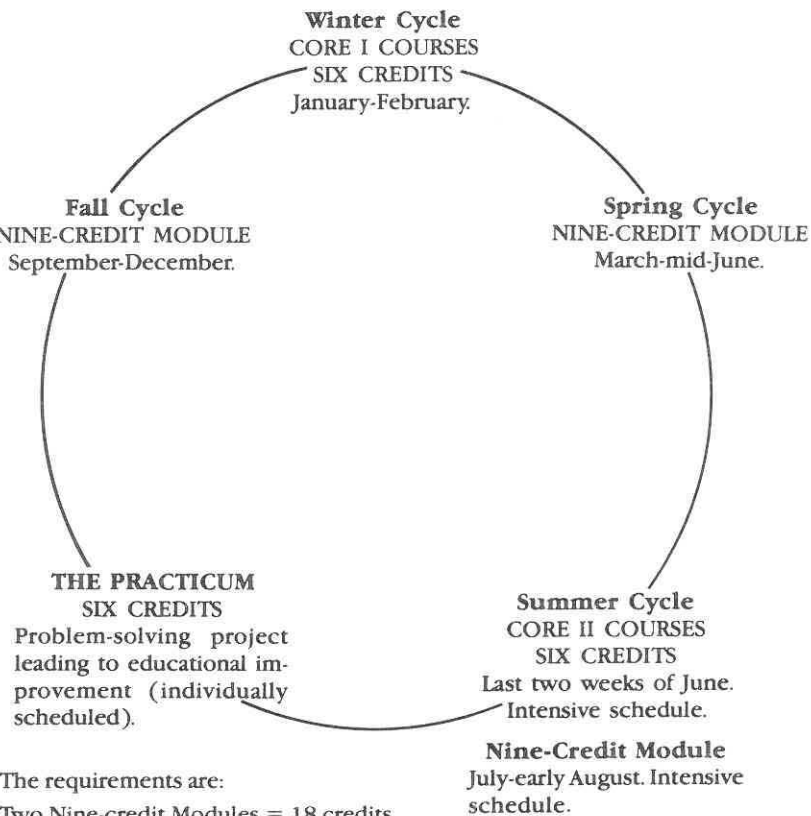
The programs are offered in locations which make it possible for students to complete a degree without interrupting their careers. Each GEM site is managed by a site administrator who is a local educational leader. The site administrator is responsible for advising students, providing program information and the overall leadership of the local site.

Requirements for Master's Degree or Educational Specialist Degree

A total of 36 credits is required for a master's degree. The educational specialist degree requires 36 credits beyond the master's. Through the GEM Program the practicing professional can complete all degree requirements in a year to fifteen months. Students may choose to extend their work over a longer period.

*The master's degree is one of the necessary academic prerequisites for application to the Ed.D. Program in Early and Middle Childhood. Please consult the CAE Bulletin for further information about entrance to this program.

There are five academic requirements in each graduate degree program. These are two nine-credit MODULES, CORE I, CORE II and THE PRACTICUM. The graphic shows the five academic requirements for completion of a 36 semester-credit-hour GEM program. It is in circular form to indicate that entry into a program can occur at the beginning of any of these cycles during the year. A more detailed description of the requirements follows.



The requirements are:

Two Nine-credit Modules	=	18 credits
Two Core I Courses	=	6 credits
Two Core II Courses	=	6 credits
The Practicum	=	6 credits
		<u>36 credits</u>

Although only *two* NINE-CREDIT MODULES are required for degree programs, the graphic shows that there are *three* times during the year when these are offered. The “extra” time for the modules is during the summer cycle in a five week intensive period in July and early August.

NINE-CREDIT MODULES contain three courses in specific areas of study, blended together in single, content-integrated, nine-credit learning experiences. The modules are taught by faculty teams of highly qualified local instructors who are themselves current practitioners in the fields they teach.

The CORE COURSES, two in Core I and two in Core II, contain topics of broad interest and importance to educators. Students in most GEM majors take the core courses together with students in other majors. Some GEM major programs include their own special core courses. (See Contents of Modules and Courses, pp. 15-16).

Requirements for the educational specialist degree (36 credits beyond the master's) differ from requirements for the master's degree in two ways:

- Special core courses are required, parallel to the master's core courses but at a more advanced level.
- Candidates must satisfy more stringent requirements for the practicum, sharing and disseminating their work with other GEM students and the educational community, producing an annotated bibliography and providing assistance at Practicum Orientation Workshops.

The practicum project can be initiated any time after the completion of the first nine-credit module. It can be completed while attending classes or after all class work has been taken. A local practicum advisor, an expert in the particular area of study, is assigned to provide individual guidance and assistance. A practicum orientation workshop is conducted at each GEM site at least two times per year. After a proposal is approved by the practicum advisor, the project is implemented during a 10-20 week period or longer. The final report documents the entire process and the results. Since the practicum project involves a substantial application of learning (in the major area of study) to the solution of a critical problem existing in the student's own work setting (e.g., a classroom), the resulting *improvement in educational practice* is an exciting aspect of the GEM Programs. Dissemination of excellent practicums by computerized network to educators across the country is now gaining national exposure for many GEM students. The final grade for the practicum is awarded by the director of practicums on the recommendation of the practicum advisor.

- The length of time varies for completion of all five requirements. Students who register for consecutive cycles and complete the practicum requirement while attending classes can finish a degree program in one calendar year. Many students take 15-18 months to complete all requirements. CAE permits up to four years to finish a degree program.
- All manuscripts prepared by students of the GEM Programs must follow the procedures set out in the *Publication Manual of the American Psychological Association*,—third edition.

The GEM Majors

The chart below shows the 23 major programs available and the two nine-credit modules required for each. An elective module is *any* other available module the student selects. Some majors require *both* nine-credit modules in the major field, usually to meet state certification requirements. In most cases either of the two modules may be taken first, i.e., the GEM Programs are designed so that there are no prerequisites for the modules and core courses.

Major	Module	Module
1) Administration of Children's Programs	ACP	EC
2) Administration and Supervision (K-12)	A&S-I	A&S-II
3) Adult Education	Adult Ed.	Elective Module
4) Bilingual Education	BLE/ TESOL-I	BLE-II
5) Computer Application	CED I	CAP
6) Computer Education	CED I	CED II ¹
7) Computer Studies	CED I	CED II & CED III ²
8) Early Childhood	EC	Elective Module
9) Early Intervention Programs	EIP	EC
10) Elementary Education	Elem.Ed.	Elective Module
11) Emotional Disturbance ³	EH	Elective Module
12) English	ENG	Elective Module
13) Gifted Child Education	Gifted	Elective Module
14) Health Education	Health I	Health II, III or IV
*15) Learning Resources	LR-I	LR-II/Curriculum
16) Mathematics	MAT	Elective Module
17) Mental Retardation ³	MR	Elective Module
18) Physical Education	PED	Elective Module
**19) Reading	Read-I	Read-II
20) Science	SCI	Elective Module
21) Social Studies	SST	Elective Module
22) Specific Learning Disabilities ³	SLD-I	SLD-II
23) Teaching English to Speakers of Other Languages	BLE/ TESOL-I	TESOL-II

1. Experienced programmers may substitute CED III for CED II. Those with extensive microcomputer experience, including PILOT, may replace CED I.

2. Transfers must match courses in the modules.

3. All students majoring in these areas **MUST** contact a student advisor and obtain an approved program outline.

NOTE: The contents of CED I have been approved by the Florida Department of Education to extend the teaching certificate of any Florida teacher, regardless of the current area of certification.

*For the LR Program, Core II must be taken prior to LR II.

**Because of Florida certification requirements, reading majors must confer with a student advisor before registering for Core I.

The Computer-Hyphenated Major

The special Computer-Hyphenated Major offers the student interested in the educational uses of microcomputers a combined program applying computer knowledge and skills to another major GEM area. All registrants for this major **must** confer with a student advisor before registering. The requirements are:

	Credits
2 MODULES in Computer Education	
Computer Applications, or Computer Studies	= 18
1 MODULE in any other GEM major	= 9
1 CORE COURSE (<i>suggested by a GEM counselor</i>)	= 3
THE PRACTICUM (<i>combining both major areas</i>)	= 6
	<hr/> 36

Counseling Services

Student Affairs employs full-time counselors who are available in person and by telephone for information and advice to GEM students (The toll-free numbers from all GEM sites are listed on page 24). A number of other CAE staff members are also trained counselors. The site administrator at each GEM site provides local counseling and program information. A publication called the "Factsheet," containing program information, is distributed to all GEM students at least once each cycle.

Directed Study

In some cases, nine-credit modules needed to complete students' programs are not available in the normal classroom mode of instruction because of an insufficient number of registrations. In order to guarantee completion of GEM Programs when this occurs, the directed study format is offered for many modules. The same nine-credit module that would have been conducted in the classroom situation is completed on an individual basis during the same 15- or 16-week period. The instructors, based on the main campus at Fort Lauderdale, schedule bi-weekly telephone calls to directed study students, monitoring progress and providing feedback on the assignments which are completed and mailed to the CAE offices. Two examinations are required, both taken at the local GEM site and proctored by the site administrator. Curriculum materials and accompanying instructions are provided. A special fee is charged to directed study students (*see Fees on p. 21*) to cover costs of books, postage, telephone, and administrative expenses. The following policies apply to directed study work:

- Only *degree-seeking* students will be permitted to complete nine-credit modules using this format.
- Only students who have already completed *another* nine-credit module in the *regular classroom* format are eligible for directed study.
- No directed study is offered in Learning Resources, Administration and Supervision, Bilingual Education, any Computer Modules, or Health II, III, IV and TESOL.

Contents of Modules and Courses

The following is a list of all GEM courses contained singly or within nine-credit modules. After completion of nine-credit modules, grades are posted on transcripts with the courses listed just as they appear here. This listing is accurate as of August, 1985.

Core Courses*

Master of Science:

M.S. Core I

CU 500 Modern Curriculum
Design

**CU 530 Measurement and
Evaluation of
Education Systems

M.S. Core II

EP 560 Survey of
Exceptionalities

AS 516 School Law

Educational Specialist:

Ed.S. Core I

EDU 547 Teaching: Principles
and Practices

EDU 580 Educational
Measurement

Ed.S. Core II

AS 580 Administration of
Exceptional Student
Education

AS 616 Applications of School
Law

*Health, Learning Resources, Bilingual, and TESOL special cores are listed on page 15-16. The above listed core courses may **NOT** be used toward a degree in Learning Resources.

**To meet Florida certification requirements, M.S. students majoring in Reading must take EDU 580 in Core I on the Ed.S. level instead of CU 530.

Health and Learning Resources Core Courses

Health and learning resources majors are available at selected sites. Completion of the learning resources major leads to Florida State Certification as a Media Specialist. These majors require completion of the following core courses. Other majors may take these courses in place of the regular M.S. or Ed.S. core courses with permission of a Counselor.

M.S./Ed.S. Core I—Health

HE 500 Foundations of Health Education

HE 535 Program Development in Health Education

M.S. Core I—Learning Resources

LT 521 Innovative Operation of School Media Centers

LT 522 Analysis, Retrieval, and Dissemination of Information

Ed.S. Core I—Learning Resources

- LT 621 Effective Functioning of School Media Centers
LT 622 Use of Modern Technology to Improve Bibliographic Control

M.S./Ed.S. Core II—Learning Resources/Health

- CU 514 Utilization of Multi-Sensory Materials
CU 519 Design of Mediated Learning Materials

Bilingual Education/TESOL Core Courses

BLE/TESOL students take the regular Core I courses for the M.S. or Ed.S. degrees. However, they will take the following courses for Core II:

M.S./Ed.S. Core II—Bilingual/TESOL

- BLE 546 Applied Curriculum Design in BLE/TESOL
BLE 547 Testing and Evaluation in BLE/TESOL

Nine-Credit Modules**1) Administration of Children's Programs**

- AS 500 Educational Resource Development (Budget)
AS 520 Professional Seminar in Administration and Supervision
of Educational Systems
AS 550 Supervision of School Personnel

2) Administration and Supervision—I

- AS 500 Educational Resource Development
CU 510 Survey of Educational Innovations
CU 545 Educational Theory Into Practice

3) Administration and Supervision—II

- AS 509 Clinical Supervision of Teachers
AS 520 Professional Seminar in Administration and Supervision
of Educational Systems
AS 550 Supervision of School Personnel

4) Adult Education

- AS 610 Organization and Administration of Adult and
Community Education
AS 630 Methods and Materials of Instruction for Disadvantaged
Adults
AS 640 Community School Administration

5) Computer Applications

- BED 500 Word Processing with Microcomputers
CED 521 Computer Assisted Instruction, Courseware Version
CED 721 Administrative Applications of Microcomputers

6) Computer Education I

- CED 600 Teaching Computer Literacy
CED 617 Software Search and Evaluation
CED 726 Programming Microcomputers in PILOT

- 7) **Computer Education II**
 - CED 680 Teaching BASIC Programming
 - CED 725 Programming Microcomputers
 - CED 735 Advanced Programming of Microcomputers in BASIC
- 8) **Computer Education III**
 - CED 621 Computer Assisted Instruction
 - CED 728 Programming Microcomputers in Pascal
 - CED 729 Advanced Programming of Microcomputers in Pascal
- 9) **Early Childhood Education**
 - EC 5281 Individualized Instruction in Early Childhood I (Theory)
 - EC 5282 Individualized Instruction in Early Childhood II (Practice)
 - HB 501 Child Development
- 10) **Early Intervention Programs**
 - EC 552 Assessment in Early Childhood
 - EC 557 Early Intervention Programs
 - EC 558 Observation and Assessment of Young Children
- 11) **Elementary Education**
 - ELE 541 Creativity in Elementary School Curriculum
 - ELE 542 Materials in the Teaching of Elementary Arithmetic and Science
 - ELE 730 Reading in the Elementary School
- 12) **Emotional Disturbance**
 - EP 529 Workshop in Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
 - EP 530 Workshop in Class Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
 - EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child
- 13) **English**
 - ENG 620 Developmental Writing
 - ENG 630 English Workshop
 - ENG 640 Rhetoric: Fundamentals of Speech Communication
- 14) **Gifted Child Education**
 - EDU 550 Introduction to the Nature and Needs of the Gifted Child
 - EDU 551 Educational Procedures for the Gifted Child
 - EDU 555 Seminar for the Guidance of Gifted Children
- 15) **Health I**
 - HE 565 Human Sexuality in Health Education
 - HE 570 Gerontology and the Health Educator
 - HE 575 Drug Abuse in Health Education

- 16) **Health II**
 - HE 526 Stress Management
 - HE 545 Fitness Education
 - HE 580 Behavioral/Medicine and Counseling
- 17) **Health III**
 - HE 502 Implications of Environmental Health
 - HE 505 Consumer Health Education
 - HE 510 Social Support Systems
- 18) **Health IV**
 - HE 530 Research and Evaluation of Health Problems
 - HE 540 Health of the Community and Preventive Care
 - HE 555 Marketing Health Care Systems
- 19) **Learning Resources I**
 - CU 516 Operation of Media Centers
 - CU 517 Bibliographic Methods for Learning Materials
 - CU 518 Selection and Evaluation of Learning Materials
- 20) **Learning Resources II***
 - CU 643 Preparation of Learning Materials
 - LT 511 Production of Instructional Television Programs
 - LT 523 Planning, Production and Presentation of Mediated Materials
- 21) **Mathematics**
 - MAT 610 Symbolic Logic
 - MAT 620 Number Theory
 - MAT 630 Probability Theory
- 22) **Mental Retardation**
 - EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation
 - EP 509 Curriculum Development, Methods and Materials for the Trainable Mentally Retarded
 - EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded
- 23) **Physical Education**
 - PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
 - PED 730 Physical Education Programs to Promote Future Healthy Adulthood
 - PED 750 Problems of Negligence and Liability in Physical Education Programs
- 24) **Reading I**
 - RED 500 Techniques of Corrective or Remedial Reading
 - RED 554 Assessment in Reading
 - RED 570 The Reading Process

*Prerequisite: Specialized Core II

- 25) **Reading II**
 - RED 750 Literature for Children and Adolescents
 - RED 5271 Reading Supervision and Curriculum Development I
 - RED 5272 Reading Supervision and Curriculum Development II
- 26) **Science**
 - SCI 610 Current Issues in Energy and Ecology
 - SCI 620 Biology and the Human Affairs
 - SCI 630 Scientific and Social Perspectives in the Physical Sciences
- 27) **Social Studies**
 - SST 610 Political Thought and Analysis
 - SST 620 Contemporary Theories in Behavioral Science
 - SST 630 Contemporary Social Problems/Issues
- 28) **Specific Learning Disabilities I**
 - EP 5261 Workshop in Learning Disabilities: Theory
 - EP 5262 Workshop in Learning Disabilities: Practice
 - EDU 558 Classroom Management of the Learning Disabled Child
- 29) **Specific Learning Disabilities II**
 - EP 556 Educational Assessment for Exceptional Children
 - EC 580 Speech and Language Development
 - CU 665 Theories of Learning and Effective Teaching
- 30) **Bilingual Education/Teaching English to Speakers of Other Languages I**
 - BLE 500 Foundations of Bilingual Education
 - BLE 545 Classroom Principles in BLE and TESOL
 - BLE 567 Applied Linguistics: Contrastive Analysis
- 31) **Bilingual Education II**
 - BLE 542 Curriculum Development in Bilingual Education
 - BLE 543 Methods of Teaching Bilingual Education
 - BLE 563 Teaching the Culture of the Target Language
- 32) **Teaching English to Speakers of Other Languages II**
 - TSL 515 ESOL Curriculum Development in Bilingual Programs
 - TSL 562 Cultural and Cross-Cultural Studies
 - TSL 569 Methodology of TESOL

General Information

Admission to Degree Candidacy

GEM students become *eligible for admission to degree candidacy* (Master's or Educational Specialist) after successful completion of their first nine-credit module. At this time the instructional team for the module recommends one of three actions to the CAE Candidacy Committee: a) unqualified acceptance, b) probationary status, or c) termination from the program. The requirements for *admission* are:

1. A 3.0 ("B") grade point average or higher in the GEM Program.
2. A positive recommendation from the instructional team.
3. A completed student file at CAE, including official copies of transcripts from previous degree granting institutions, a photocopy of the teaching certificate (if applicable) and three letters of recommendation from professional colleagues stating why, in their opinion, the student will be successful in the GEM Program. All items for the student file should be mailed directly to CAE or submitted in person to a CAE staff member.

After the Candidacy Committee has reviewed the file and recommendations, the student is informed of his or her status by mail.

Transfer of Credits

CAE will accept up to six semester-hours of graduate transfer credits into most GEM programs, provided the following conditions apply:

- CAE has received a Request for Transfer of Credit form. Forms are available at all sites.
- The credits were earned at a *regionally accredited, graduate* institution, within a *ten-year* period preceding the request for transfer.
- The grades assigned for the credits are either "A" or "B".
- An *official transcript* is on file to aid in the evaluation of the courses under consideration for transfer. Only graduate credits will be considered for transfer.

Credits transferred in will normally replace core courses and decrease the overall total of 36 credits required for the GEM degree program but will *not* be computed into the grade point average or considered part of the candidacy requirement. Certain GEM programs permit *only three* credits of transfer or *none*:

- Florida ADMINISTRATION and SUPERVISION students who wish to complete state requirements for administrative certification may transfer in *only three* credits since the entire program is needed with the exception of the Core II course EP 560 (Master's) or AS 580 (Ed. Specialist). (If, however, the student transfers in one of the courses required for Florida certification, six credits of transfer are acceptable.)
- The Learning Resources Program accepts *no* transfer of credits.
- Computer-Hyphenated Majors may transfer in *only three* credits since only one core course is included in the program.

Fees

Application Fee	\$30
... This is a one-time, nonrefundable fee for new students	
Tuition (no cash accepted)	\$95/credit

Nine-Credit Module

... Payment and registration *must be received* by CAE or by the Site Administrator at least one week before the first class session; otherwise, a \$25 late fee will be charged.

... For students wishing to make *three* payments, an initial payment of \$285 *must be received* at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$285 is due no later than the fifth class session. The third payment of \$285 *must be received* no later than the ninth class session. A \$25 late fee will be charged if either the second or third payment is received after the due dates. All tuition payments may be submitted to the Site Administrator on or before the due dates or mailed to CAE in time to be *received* by the due dates. Students may register for a *minimum* of six of the nine credits.

Core Courses (*six credits*)

... Payment and registration *must be received* by CAE or by the Site Administrator at least one week before the first class session; otherwise a \$25 late fee will be charged.

... For students wishing to make two payments, an initial payment of \$285 *must be received* at least one week before the first class session; otherwise a \$25 late fee will be charged. The second payment of \$285 *must be received* no later than one week before the first class session of the *second* Core Course; otherwise a \$25 late fee will be charged. Since the second payment for Core II (intensive) Courses comes due just a few days after the initial payment due date, it is suggested that students submit the entire Core II tuition in one payment.

The Practicum \$570

... The full tuition or an initial payment of \$285 is due prior to commencement of the practicum requirement. For students wishing to make two payments, the second payment of \$285 *must be received* four weeks later; otherwise a \$25 late fee will be charged.

Graduation Fee \$20

... It is the student's responsibility to request a degree application form from the CAE records department at least two months prior to the projected date of completion of all requirements.

... An additional fee will be charged by the registrar's office of Nova University for cap and gown and for commencement announcements for those desiring to attend the commencement exercises in the summer at Fort Lauderdale.

Directed Study Fee \$80

... This fee covers the cost of textbooks, services, and learning materials and is due at the time of registration.

Local Fees

GEM is offered by Nova University in cooperation with local teacher organizations in Brevard, Dade, Duval, and Alachua counties in Florida. Students in those counties must either be members of the cooperating professional organization or pay a service fee to that organization.

Learning Materials

... Students are expected to purchase textbooks and other materials as required. Textbooks may be purchased on the first night of class. Payment for learning materials may require *two separate checks*. Receipts will be provided for those students who require them for reimbursement.

(All fees are subject to change without notice.)

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a tuition refund must notify, *in writing*, the director of the GEM Programs or the Site Administrator of their reason for withdrawal. Refunds will be based on the postmark date of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms, whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies to payments for each module or core course:

- For 100% refund: withdrawal in writing prior to the first class session
- For 75% refund: withdrawal in writing before the second class session, regardless of class attendance
- For 50% refund: withdrawal in writing before the third class session, regardless of class attendance
- No refunds after the third class session, regardless of class attendance

Grading

GEM students must maintain a grade point average of at least 3.0 ("B") for retention in the program. Incomplete grades (I) must be made up within four months or less, as stipulated by the instructors, of the final class meeting of the module or course; otherwise a grade of F will automatically appear in the permanent records.

A = Excellent achievement
B = Good achievement
C = Below expectations for
graduate work

D = Poor achievement
F = Failure
I = Incomplete

Plus or minus grades are not used in the GEM programs.

Transcript Requests

Transcript requests must be made in writing, either by letter or by a request form which may be obtained from the Site Administrator. Please include complete information and send request directly to CAE.

Attendance Policy

GEM students are expected to attend all class sessions and must adhere to the scheduled class hours. If an unavoidable absence occurs, the student must take full responsibility for completing missed assignments and anything else needed in order to catch up. More than one absence during any module or course is cause for serious concern and the instructors *and* the CAE Student Affairs department must be consulted for counseling.

Grievance

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs department.

Financial Aid

Information regarding financial aid and veteran's benefits can be obtained by using the toll-free telephone within Florida, extension 7410 or 7411, or writing to the Nova University Financial Aid Office.

Application and Registration

The official Nova University application form (yellow) and the \$30 fee will be accepted at an Open House presentation at a GEM site *or* may be submitted to the local Site Administrator at any time *or* can be mailed directly to CAE prior to registering for the first module or course. Receipt of the form and fee at the University establishes a student file on the computerized Student Information System. *Students are encouraged to apply as soon as possible after the decision has been made to enter a GEM Program.* All items *must* be completed on the *application form*, front and back.

A registration form (white) must be completed for each module or course taken and for the practicum.

A check for the entire tuition, or a partial tuition payment for a module, as indicated in the fees section, must accompany the registration form. To avoid the late fee, tuition must be paid on or before the deadline dates specified in the fees section.

GEM INFORMATION

Come to Our Campus Offices or call a Toll-Free Number

8:30 AM-5:00 PM Monday-Friday

The Nova University main campus is located on a 200-acre site west of Fort Lauderdale at 3301 College Avenue in the town of Davie, Florida. It is 10 miles inland from the Atlantic Ocean and is easily accessible from major U.S. and state highways, including I-95 and Florida's turnpike.

GEM Programs in The Center for the Advancement of Education

Call the University on a Toll-Free Number for Program Information

Broward County	475-7440
Dade County	940-6447, extension 7440 or Local 854-1341
Duval County	1-800-432-5021/22, extension 7440 or Local 389-6682 3:00 PM-5:00 PM Monday, Tuesday, Thursday, Friday
Palm Beach County	732-6600, extension 7440
All Other Florida Counties	1-800-432-5021/22, extension 7440
Nova University at Las Vegas 333 N. Rancho Dr., #625 Las Vegas, NV 89106 (702) 648-1971, 1972	Nova University in Arizona 4300 N. Miller Road, Suite 625 Scottsdale, AZ 85251 Phoenix: (602) 947-2556

Course Descriptions

ADMINISTRATION

AS 500 Educational Resource Development This course covers major sources of financial and non-financial resources for schools. It provides an orientation to federal, state, and local funding sources, as well as to funding by foundations. Non-financial resources discussed include school volunteer programs as well as free-loaned and reduced-rental equipment and materials. Through this course students will develop skills in approaching and negotiating with various funding agencies and will develop techniques for writing proposals.

AS 509 Clinical Supervision of Teachers This course emphasizes the development of practical competence in classroom supervision. Students observe and participate in supervision, and their skills are analyzed and criticized.

AS 516 School Law This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies include acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

AS 520 Professional Seminar in Administration and Supervision of Educational Systems This is a basic administration course covering all aspects of leadership philosophy, style, and performance as well as administrative professionalism. Basic techniques of management and supervision are covered. Emphasis is on the job rights and job responsibilities of the chief building-level administrator.

AS 550 Supervision of School Personnel This course provides an orientation to school planning, organization, personnel motivation, inservice training, supervision and evaluation of personnel, and the techniques of successful supervision.

AS 580 Administration of Exceptional Student Education This course familiarizes students with federal regulations and state laws which surround programs for exceptional students. A major goal of this course is to help participants comprehend the many problems created by these attempts to meet the special need of exceptional students. Emphasis is placed upon developing the administrator's ability to handle the responsibilities encountered in monitoring the preparation of individual educational plans, in providing due process within the laws, for parental involvement in educational

planning, and in documenting mandated procedures.

AS 610 Organization and Administration of Adult and Community Education Participants become familiar with theoretical and empirical foundations of adult and community education. Students in this course are able to describe appropriate ways in which they can organize, administer, and evaluate adult-oriented educational programs.

AS 616 Applications of School Law The emphasis in this course is upon the review of current and past applications of federal, state and local laws as they apply to education. Students in this course are expected to develop the necessary expertise to select appropriate actions to solve problems presented through case studies. Solutions to these potential problems for school administrators and classroom teachers will be based upon appropriate school laws, regulations, and precedents.

AS 630 Methods and Materials of Instruction for Adults Following an exploration of various concepts, materials, and instructional techniques which are appropriate for reaching disadvantaged adults, participants develop materials and methods which are appropriate for use in their own educational settings.

AS 640 Community School Administration Administrators and teachers will become familiar with the duties and responsibilities of the community school coordinator as established by state statute and district regulations. The participants will be prepared to supervise and administer community school programs. This will include the development, administration, and interpretation of a needs assessment; familiarity with life-long learning curricula; and the planning needed to meet the cultural, recreational, academic and social needs of the community.

BILINGUAL EDUCATION

BLE 500 Foundations of Bilingual Education A survey of the history, rationale, and organization of bilingual education in the U.S. The course includes a study of various bilingual-bicultural-education programs already in existence.

BLE 542 Curriculum Development in Bilingual Education A study of content, development, and evaluation of curricula for the bilingual classroom or individual student. Techniques for assessing needs, determining objectives, and designing curriculum materials are included.

BLE 543 Methods of Teaching Bilingual Education This course deals with various approaches to bilingual teaching. Methods involved in teaching subject matter through the medium of the target and native languages are examined.

BLE 545 Classroom Principles in Bilingual Education and TESOL A description of the general principles involved in assessing and managing the bilingual and ESOL class. Emphasis is on the importance of cultural and linguistic sensitivity in identifying the problems of the students and in organizing and scheduling the class according to relevant needs.

BLE 546 Applied Curriculum Design in BLE/TESOL Using their own (or hypothetical) BLE or ESOL classes, participants describe actual or projected learning needs, state course objectives, and select and design curriculum materials accordingly.

BLE 547 Testing and Evaluation in BLE/TESOL Using course objectives and curriculum materials from the other component of this core module, participants will select and design tests to measure and evaluate BLE or ESOL proficiency and achievement.

BLE 563 Teaching the Culture of the Target Language A study of techniques involved in teaching the culture of the target language, including an examination of the problems involved in the biculturation process.

BLE 567 Applied Linguistics: Contrastive Analysis An overview of the principles of linguistics and how they can be applied to language teaching and learning. Emphasis is on a contrastive analysis of native and target languages and on how this analysis can be applied to teaching the student in bilingual/ESOL classes.

COMPUTER EDUCATION

BED 500 Wordprocessing With Microcomputers Electronic technology can increase the efficiency of the preparation of written documents of all types from business letters to books. In this course, the student will examine critically the state-of-the-art microcomputer as wordprocessor, along with the most advanced word processing software. Upon completion of the course, the successful student should be an intelligent selector and competent user of this technology and will be prepared to evaluate and reduce it to practice.

BED 522 Business Applications of Current Technology Exploring recent developments in technology, participants will examine specific business concepts which apply to the use of microcomputers. Extensive hands-on experience with microcomputers is featured. Teachers will have the opportunity to operate business oriented software on the microcomputers and explore the full range of business applications within an office and/or classroom setting.

BED 635 Microcomputing in the Business Education Classroom. The emerging role of microcomputers and computers in general in the business world is presented. Applications covered include wordprocessing, electronic filing, data base management, general ledger, accounts receivable and payable, mail lists and stockmarket analysis. The microcomputer is also viewed in its instructional role in classroom application and drill and practice of business related mathematics skills.

CED 521 Computer Assisted Instruction, Courseware Version This course traces the theoretical foundations of CAI from its origin on large time-shared systems through to the modern setting. Students will use packaged courseware software such as CDS1, Aristotle's Apple, and Caiware to learn to prepare interactive computer aided instruction sequences for microcomputers. The role of microelectronics in present and future directions of CAI will be covered to broaden the student's understanding of the potential of CAI. **Prerequisite: CED 600**

CED 522 Microcomputing in the Curriculum Strategies and methods for integrating microcomputing within the elementary and secondary curriculum are highlighted. This entry level course seeks to prepare teachers for dealing with microcomputers in the classroom. Extensive hands-on experience with powerful microcomputers is featured. Teachers will have opportunities to operate educational programs on the microcomputer, to learn programming skills in the BASIC and PILOT languages and to explore the full range of microcomputer applications suitable for classroom use.

CED 600 Teaching Computer Literacy This entry level course explores the capabilities of fourth generation computer systems in classroom and school administrative environments. Much of the focus is on the newer microcomputer systems costing under \$10,000. Some limited hands-on experience is provided. Basic computer organizations and educational applications are discussed.

CED 610 Authoring Tools and Graphics Exploring recent developments in software technology, students will examine several authoring languages and graphic tools to develop simulations, demonstrations, and graphics programs. **Prerequisite:** CED 735

CED 617 Software Search and Evaluation New microcomputer software, programs, and instructional courseware are becoming available at a geometrically increasing rate. The distribution process, the terms of availability and the quality vary widely. Students will learn to identify sources, evaluate terms and quality and to match software to uses. The curriculum theory implications and learning theory applications will be included along with concepts of good programming, and standards of good documentation practice will be covered. **Prerequisite:** CED 600

CED 621 Computer Assisted Instruction Using both the PILOT language and BASIC language, students will learn to prepare interactive Computer Assisted Instruction lessons for microcomputers. The theoretical foundations of CAI will be traced from its origins on large time-shared systems through to the contemporary scene. The role of microelectronics and future directions of CAI will be covered in an attempt to broaden the student's understanding of the potential of CAI. **Prerequisite:** CED 726 or CED 735

CED 675 Simulation Students will learn to operate and evaluate existing computer simulations. They will also learn to construct simulations related to their own teaching area. **Prerequisite:** CED 735

CED 680 Teaching BASIC Programming Content, materials and methods for teaching BASIC programming in the schools. Program development, evaluation techniques, resources, and teaching principles will all be discussed. **Prerequisite:** CED 735

CED 701 Information Science in the Classroom This course examines the role of information in classroom management from an information science perspective. The application of microcomputers to the maintenance of classroom data bases and report generation is stressed. Students will devise their own BASIC programs for the collection, structuring, and reporting of information designed to lead to improvements of classroom management and teaching skills. A sequence in Computer Managed Instruction is also presented pointing out the differences between CMI and CAI. Students

will then prepare their own prescriptive exercises in BASIC and PILOT. **Prerequisite:** CED 735 or CED 726

CED 705 Communicating with Microcomputers Experience in adapting the personal microcomputer to use common telephone lines to communicate with various data sources and with other computers to bring current information, including the location and retrieval of information on various topics, into the curriculum and office. (modem required). **Prerequisite:** CED 735

CED 721 Administrative Applications of Microcomputers This course will examine the evolving role of microcomputers in school administration. Applications range from word-processing to budget preparation. Special attention will be given to the concept of distributed processing. Students will receive hands-on experience in several applications. **Prerequisite:** CED 600

CED 725 Programming Microcomputers This introductory course in BASIC programming is geared exclusively to microcomputers. The opportunity will be offered for the student to become familiar with the specific requirements for programming and writing BASIC programs for several varieties of state-of-the-art microcomputers. The course is taught in a laboratory with extensive hands-on opportunity. **Prerequisite:** CED 600

CED 726 Programming Microcomputers in PILOT PILOT is a specialized, mnemonic, high level language designed to permit efficient creation, evaluation, and revision of Computer Assisted Instruction courseware. Alternative learning theories are used to guide students in the construction of a variety of program sequences illustrating sophisticated and effective lesson logic. **Prerequisite:** CED 600

CED 727 Programming Microcomputers in FORTRAN This is an applied course in FORTRAN programming. Special emphasis is given to the selection of applications and design of programs and program documentation. **Prerequisite:** CED 735

CED 728 Programming Microcomputers in Pascal This is an applied course in programming in a structured language. It is especially useful to students who wish to write software for broad distribution. **Prerequisite:** CED 735

CED 729 Advanced Programming of Microcomputers in Pascal In this advanced course in Pascal programming, UCSD Pascal will be used to enable students to prepare software for a variety of microcomputers. **Prerequisite:** CED 728

CED 735 Advanced Programming of Microcomputers in BASIC An advanced course in BASIC programming exclusively geared to microcomputers. Special emphasis will be placed on more conceptually sophisticated applications and on file design. The special needs and capabilities of a variety of state-of-the-art microcomputers will be covered in this problem-solving oriented course. **Prerequisite:** CED 725 or equivalent

CED 736 Introduction To LOGO The elementary teacher will explore ways to use the microcomputer to help youngsters solve problems. The technique of LOGO will be the vehicle used. **Prerequisite:** CED 600

CED 750 Independent Study of Selected Topics in Microcomputing This course permits the student to do individualized study under the supervision of a faculty member or adjunct professor in areas not covered in other courses. **By arrangement only**

CED 788 Microcomputer Application Project The MAP provides the opportunity to apply microcomputer technology in an educational environment. A premium is placed on inventiveness and the creation of a software product with practical value. The product must be submitted in an operating form, tested and free of bugs. Appropriate documentation must accompany the product to permit its use by others.

LT 522 Analysis Retrieval and Dissemination of Information Following an examination of various techniques for the analysis, retrieval and sharing of information in a variety of formats, students will attain basic proficiency in the use of modern technology to help accomplish these tasks. Each student will plan a project to handle information more efficiently in a media center using a specific technique.

LT 621 Effective Functioning of School Media Centers Students will examine common problems in the operation of school media centers and will explore ways of using technology to provide solutions that will increase the effectiveness of media centers. Through this process students will become aware of the technological options available to them for the improvement of media centers and their operation. Each student will develop a plan for the use of a

specific technique to increase the efficiency and/or effectiveness of a media center.

LT 622 Use of Modern Technology to Improve Bibliographic Control Students will explore currently available technology to handle information in various formats. Each student will design a system for the efficient analysis, retrieval, and/or sharing of information commonly found in a media center.

MC 615 Microcomputer Graphics This is an introductory course in microcomputer graphics. Students will review hardware and software aspects of graphics on microcomputers in a hands-on laboratory setting. Emphasis will be on the invention of graphics applications for their own use. **Prerequisite:** CED 735

MC 705 Communicating With Microcomputers Experience in adapting personal microcomputer to use common telephone lines to communicate with various data sources and with other computers to bring current information, including the location and retrieval of information on various topics, into the curriculum and office. (modem required). **Prerequisite:** CED 735

CURRICULUM

CU 500 Modern Curriculum Design This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

CU 510 Survey of Educational Innovations This course involves the study of the systems approach to education, including the techniques and tools used in the design and development of validated instructional processes. The overview includes multi-media approaches, computer-assisted instruction, educational television, mechanical devices, and programmed instruction. Study is based on participation in each type of educational process.

CU 514 Utilization of Multi-Sensory Materials This course deals with the application of mediated learning materials to the classroom situation, providing the student with practical experience in the utilization of media in the teaching-learning situation.

CU 516 Operation of Media Centers This course comprises methods of establishing, organizing, and operating media facilities for schools, school systems, and training operations: how to achieve media accountability and equipment, material, and procedural considerations.

CU 517 Bibliographic Methods for Learning Materials The student studies means of incorporating media materials into a school library structure and learns to catalog, process, store, and retrieve learning materials in media formats.

CU 518 Selection and Evaluation of Learning Materials This course provides the student with experience in distinguishing among media and in selecting, analyzing, and valuing various learning materials.

CU 519 Design of Mediated Learning Materials Each student is required to design valid mediated learning materials to meet specific learning objectives. The course emphasizes the integration of media technology into instructional strategies.

CU 530 Measurement and Evaluation in Educational Systems Criteria for evaluation of instructional systems and techniques for measurements are considered. Topics include analysis of objectives, planning, programming and budgeting systems, performance contracting, and accountability.

CU 545 Educational Theory Into Practice This course focuses on the relationship between various disciplines and educational practice. In addition, new lines of research are explored that appear to have promise for improving educational practice.

CU 643 Preparation of Learning Materials Utilizing basic techniques of illustration, mounting, lettering, coloring, and duplication, the participant prepares an inexpensive set of print and static visual learning materials which may be used in the classroom to help meet specific learning objectives.

CU 665 Theories of Learning and Effective Teaching This course examines both modern and traditional learning theories and their relationship to effective teaching behavior. Also included are new brain-based learning concepts such as lateralization of function. An effort is made to evaluate the implications and significance of learning research for the classroom teacher.

CU 670 Multicultural Education This course investigates strategies for teaching children from cultural minorities. Through this course students will become sensitive to ethnic differences and similarities. They will become familiar with ways of providing students with experiences and opportunities to understand

their uniqueness. Participants will examine and design strategies for teaching children of cultural minorities; they will evaluate conventional and innovative materials and programs for minority children, and will study the values, attitudes, and customs of ethnic minorities.

EARLY CHILDHOOD

EC 552 Assessment in Early Childhood In this course the student becomes familiar with formal and informal preschool and primary level screening tests, as well as a variety of techniques for assessing learning potential, language development, and reading readiness.

EC 557 Early Intervention Programs This is an overview of theory and research in early intervention. Model early intervention programs are examined.

EC 558 Observation and Assessment of Young Children In this course students participate in an early childhood setting, observing characteristic behaviors of young children. Students practice observation and assessment techniques in the classroom.

EC 580 Speech and Language Development This course provides the student with a basic understanding of the nature of speech and language; developmental progression in language acquisition; problems associated with dialectical and cultural differences, bilingualism, or cerebral dysfunction; and techniques for evaluating language development and remediation programs.

EC 5281 Individualized Instruction in Early Childhood I (Theory) This course comprises exploration of different early childhood model programs for young children and in-depth studies of curricula including self-concept development, social studies experiences, activities, mathematics for early childhood programs.

EC 5282 Individualized Instruction in Early Childhood Education II (Practice) This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in an early childhood setting.

EDUCATION

EDU 547 Teaching: Principles and Practices Principles of effective teaching, different teaching styles, micro-teaching and techniques for teaching are emphasized in this course.

EDU 550 Introduction to the Nature and Needs of the Gifted Child This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child This course includes techniques for selecting teaching strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 Seminar for the Guidance of Gifted Children This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and in their future choices.

EDU 558 Classroom Management of the Learning Disabled Child This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EDU 580 Educational Measurement This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 624 Parental Counseling This course is designed to help classroom teachers acquire skill in parental counseling. Participants in this course will examine contemporary problems of American families; the ways in which family members communicate, and how the quality of communication affects the education of the child. Teachers will become better able to facilitate communication both within the family and between family and social agencies.

ELEMENTARY EDUCATION

ELE 541 Creativity in Elementary School Curriculum Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum

ELE 542 Materials in the Teaching of Elementary Arithmetic and Science Students will select, create, adapt, evaluate, and use audio-visual and library materials for the teaching of math and science in the elementary school.

ELE 730 Reading in the Elementary Classroom Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating reading materials, equipment, and methodologies.

ENGLISH

ENG 620 Developmental Writing In this course, participants assess their own mastery of grammar, spelling, punctuation, vocabulary, and syntax in relation to models of composition that illustrate unity, emphasis, and coherence.

ENG 630 English Workshop Each participant is expected to synthesize from surveys of English and American literature and from relevant criticism a unique approach to English as a discipline. Such an approach should resolve a problem that the student has experienced in teaching the content of English.

ENG 640 Rhetoric: Fundamentals of Speech Communication Students will study the history of rhetoric and the fundamentals of speech communication in terms of the development of their theory and practice. They will examine some of the seminal ideas proposed by leading rhetoricians. With this foundation, students will then examine contemporary manifestations of persuasion in the mass media. Students will be given guidance in actively applying this theory and practice to their individual educational concerns.

EXCEPTIONALITIES

EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child Curriculum and program designs and objectives for optimizing outcomes with the emotionally disturbed child are emphasized.

EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child Beginning with the assumption that behavior is purposeful, this course investigates causal factors in emotional disturbance and explores techniques for classroom management.

EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child Students learn techniques for teaching the emotionally disturbed and socially maladjusted child. Competencies in behavior modification techniques are stressed including reinforcement, shaping, chaining, and behavior charting. Techniques used in precision teaching are examined.

EP 556 Educational Assessment for Exceptional Children This course familiarizes the student with techniques and instruments for measuring exceptionality in children including learning disabilities, emotional disabilities, and mental retardation.

EDU 558 Classroom Management of the Learning Disabled Child This course focuses on techniques of classroom management including behavior modification for the learning disabled child.

EP 560 Survey of Exceptionalities This course is an intensive investigation of learning disadvantages in a school situation—including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

EP 5261 Workshop in Learning Disabilities Theory A practical introductory overview of the field of learning disability with special emphasis on curriculum, development of conceptual skills and processes in mathematics and reading, and techniques for individualization based on evaluation.

EP 5262 Workshop in Learning Disabilities Practice Application of techniques of individualized instruction for the LD child. This course requires the demonstration and application of diagnostic and remedial skills.

HUMAN BEHAVIOR

HB 501 Child Development This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are con-

sidered including physical, intellectual, social, emotional and creative.

HEALTH EDUCATION

HE 500 Foundations of Health Education The course offers basic principles of health education including the history of the field. Uses of educational theories and practices, concepts of positive health, motivations for health, and strategies for intervention are emphasized.

HE 502 Implications of Environmental Health Students examine the relationships of individual health to the physical environment and industrial process. Strategies for influencing change; special concerns; and needs of schools, medical care setting, industry, and labor will be examined.

HE 505 Consumer Health Education This course is a study of reliable and fraudulent health products, services, information and personnel. Educational methods for preventing and reducing consumer misconception and exploitation will be analyzed.

HE 510 Social Support Systems The interrelation of economic, political, and educational systems with community and personal health is explored. Students gain insight into the accessibility of health resources and referral and eligibility mechanisms. The role of health education groups in facilitating changes in local, state and national legislation is discussed as well as are health systems areas and health and rehabilitative services.

HE 526 Stress Management Students will be able to recognize and identify personal stressors, employ methods of relaxation to control the stress response, and to teach these techniques to others.

HE 530 Research and Evaluation of Health Problems Statistical methods and research design will be applied to health programs. Sources of scientific information (census data, vital statistics) and collection and dissemination of health information will be examined.

HE 535 Program Development, Health Education This course covers techniques for the management of programs in health including grant and proposal writing, program budgeting, program report writing, design and management of health education programs and resources and program evaluation.

HE 540 Health of the Community/Preventative Care Identification and exploration of means for promoting and preserving the health of the community, including the development of skills in evaluating the effectiveness of community health efforts, are skills which the health educator will utilize.

HE 545 Fitness Education Participants will gain knowledge of exercise programs; the psychology of fitness and types of fitness including mental, nutritional and physical. Fitness testing and program development will be explored.

HE 555 Marketing Health Care Systems Organizational theory of marketing geared toward marketing health care will be a major focus of this course. Program promotion, strategies and how to carry them out successfully, will be considered. Students will learn to identify needs of the community as opposed to want.

HE 565 Human Sexuality in Health Education Participants will explore human sexuality as related to health issues and examine ways to deal with these issues. During this course, participants will design a human sexuality educational program.

HE 570 Gerontology and the Health Educator Through this course, all health care professionals will become familiar with the problems, misconceptions and needs of the elderly of American society. Participants will compare and critique programs for the elderly, such as pre-retirement counseling, recreation and exercise programs. In addition, participants will examine various pedagogical techniques used in aging education.

HE 575 Drug Abuse in Health Education Health care professionals will explore common drug abuse problems and investigate methods to address them.

HE 580 Health Counseling Physical, mental, emotional, and social health problems are discussed. Students gain expertise in administration of remedial procedures, handling of confidential records, and various counseling techniques.

LEARNING RESOURCES

LT 511 Production of Instructional Television Programs The objective of this course is to teach students master television production techniques and the operation of basic video equipment. They design, plan and produce an instructional TV program for use in their own teaching situation.

LT 521 Innovative Operation of School Media Centers Students explore ways of improving the operation of media centers through the innovative use of modern technology. Students acquire basic literacy in the use of modern technology as it relates to their professional roles as media specialists.

LT 522 Analysis, Retrieval, and Dissemination of Information Following an examination of various techniques for the analysis, retrieval, and sharing of information in a variety of formats, students attain basic proficiency in the use of modern technology to help accomplish these tasks. Each student plans a project to handle information more efficiently in a media center using a specific technique as the focus of the project.

LT 523 Planning, Production, and Presentation of Mediated Materials Based on a study of the effectiveness of various media formats now available for instructional use, students will learn how to plan, produce and present instructional programs in a variety of media formats. Script writing, story boarding techniques will be studied as they relate to the production of videotapes, sound/slide programs, film, still photography and other related forms of media. Student productions requested.

LT 621 Effective Functioning of School Media Centers Students examine common problems in the operation of school media centers, and they explore ways to use technology to improve the effectiveness of such centers.

LT 622 Use of Modern Technology to Improve Bibliographic Control Students explore currently available techniques to handle information in various formats. Each student designs a system for the efficient analysis, retrieval, and/or sharing of information commonly found in a media center.

MATH

MAT 610 Symbolic Logic Participants apply standard notations, methods, and principles of symbolic logic to determine the validity or invalidity of arguments. Participants demonstrate successfully more complex modes of argumentation.

MAT 620 Number Theory Beginning with a thorough introduction to sets and functions, participants then develop their ability to use modern postulational methods and abstract postulational systems, using as a vehicle what is commonly known as "Number Theory."

MAT 630 Probability Theory Participants associate probabilistic mathematical models with phenomena in the real world. They apply probability theory in deducing from the known content of the population the probable content of a sample.

MENTAL RETARDATION

EP 501 Biological, Psychological and Sociological Foundations of Mental Retardation This course focusses on the etiology of mental disability. It covers the social, emotional and educational characteristics and needs of the mentally disabled and implications for evaluation, educational planning and program development.

EP 509 Curriculum Development, Methods and Materials for the Trainable Mentally Retarded Educational management, curriculum development, methods and materials for trainable mentally retarded children and adolescents, with an emphasis on individualized planning and program development.

EP 510 Curriculum Development, Methods and Materials for the Educable Mentally Retarded Educational management, curriculum development, methods and materials.

PHYSICAL EDUCATION

PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes Through this course participants explore the different categories of the physically handicapped and the special needs and problems of these categories; attention is given to the issue of mainstreaming and the legal requirements established by current legislation. The course enables the participants to identify and evaluate suggested materials and methods for use with physically handicapped students in mainstreamed physical education classes. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

PED 730 Physical Education Programs to Promote Future Healthy Adulthood Through this course participants will examine suggested programs to help direct pupils toward activities that will promote a healthy adulthood. Participants will develop a program which incorporates nutrition, exercise, health care and elements of mental health into the existing school physical education classes. Examples, problems and situations appropriate to all grade levels (K-12) will be included in this course.

PED 750 Problems of Negligence and Liability in Physical Education Programs Participants in this course examine the unique problems and legal consequences of negligence and liability in physical education programs. Case studies of incidents and legal actions are an integral part of the course. Course participants are asked to research and analyze the legal aspects of the problems. Attention will be paid to special problems such as those involving contact sports, field trips, co-educational sports programs, and the mainstreaming of the physically handicapped in physical education programs. Examples, problems, and situations appropriate to all grade levels (K-12) are included in this course.

READING

RED 500 Techniques of Corrective and Remedial Reading This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.

RED 554 Assessment in Reading This course familiarizes the student with a variety of techniques both formal and informal for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

RED 570 The Reading Process This course examines reading models, sub-skills, and theories and explores the theoretical basis for different reading systems.

RED 750 Literature for Children and Adolescents Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 5271 Reading Supervision and Curriculum Development I (Theory) This workshop is designed for reading majors as an integrated experience. Emphasis is on the development of an individualized reading curriculum.

RED 5272 Reading Supervision and Curriculum Development II (Practice)

This workshop emphasizes the application and supervision of an individualized reading curriculum in the classroom.

SCIENCE

SCI 610 Current Issues in Energy and Environmental Studies

The student will be provided an interdisciplinary experience with a strong science base, using the ecosystem concept as a unifying theme to draw together factual information and concepts from biology, chemistry, physics, geography, and the earth sciences in an effort to develop a better understanding of ecological balance. Topics will include energy use and production, attendant problems of chemical and thermal pollution, the ethnobiological significance of local flora and fauna, the dynamical forces acting on the near-shore environments and effects on reef growth distribution.

SCI 620 Biology and Human Affairs

This course has been designed to provide an intensive introduction to the cell as it integrates into the physiology, genetics, development, anatomy, and behavior of the intact organism. In addition, a study of various biological factors which affect the health and survival of man in modern society, as well as the ecology and evolution of populations will be investigated.

SCI 630 Scientific and Social Perspectives in the Physical Sciences

Beginning with the physical laws, students will explore various topics which will provide the basis for scientific reasoning. These topics will include physical laws that explain the relationships between matter and energy; the physical and chemical properties related to atomic structure of the elements; principles of force, work, and motion as governed by universal physical laws; and technological developments as linked to human resourcefulness.

SOCIAL STUDIES

SST 610 Political Thought and Analysis

Educators in the social sciences should understand the broad framework of political science and accompanying concepts along with appropriate uses in the school setting. The course will provide students with content in the broad areas of political science, American government, U.S. legal framework, and varied citizen rights. The course includes reviewing selected books, writing summary papers, and demonstrating

research abilities in several political science topics.

SST 620 Contemporary Theories in Behavioral Science

Participants will review the behavioral sciences with an emphasis on development, including the classical methods from historical perspectives and recent trends in the theory of man as a physical, emotional, and social being. Students will become familiar with contemporary methods used to measure behavior. Psychological topics as they apply to counseling, emotional problems, criminal behavior, business, and education, will be explored. The student will be expected to be familiar with classical theories and evaluate contemporary literature in such areas as self concept, self awareness, encountering, consciousness raising, promoting self, and similar approaches.

SST 630 Contemporary Social Problems/Issues

In this course, participants will explore contemporary social, economic, and political problems stressing the techniques needed to define and analyze them. Beginning with the individual, the exploration proceeds to the family, the local government, and finally to massive national problems. The student will develop skill in gathering information on problems encountered within the family, local government, and the nation.

TESOL

TSL 515 ESOL Curriculum Development in Bilingual Programs

A study of the content, development, and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

TSL 562 Cultural and Cross Cultural Studies

This course examines cultural factors which influence the acquisition or learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages

A survey of techniques used in teaching ESOL, including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

GEM SITE ADMINISTRATORS

BRADENTON

Ruth Hamilton
B.A. University of Colorado
M.A. University of Denver

DAYTONA BEACH

James L. Whitaker
B.A. Oklahoma City University
M.A. Midwestern University

FORT LAUDERDALE

Jeri Sorosky
B.A. Roosevelt University
M.A. Florida Atlantic University
Ed.S. Nova University
Ed.D. Nova University

FORT PIERCE

Jack Roberts
B.A. Harding University
M.S. Nova University
Ed.S. Nova University

FORT MYERS

Carrie Robinson
B.A. Florida A & M University
M.A. Florida A & M University
Ed.S. University of South Florida
Ed.D. Nova University

GAINESVILLE

John W. Buys
B.A. Hope College
M.A. Purdue University
Ph.D. University of Florida

JACKSONVILLE

Gerald C. De Stefano
B.S. University of Southern
Mississippi
M.S. Valdosta State College
Ed.S. Nova University
JoAnn Thompson
B.S. Winthrop College
M.S. Nova University

LAS VEGAS, NEVADA

Steve Rudish
B.S. Brigham Young University
M.S. Nova University

MELBOURNE

T.B.A.

MIAMI

John A. McKinney
B.S. Florida A & M University
M.S. Barry College
Ed.D. Nova University
Frances C. Altman-Winfrey
B.S. Texas Tech University
M.S. Florida International University
Ed.D. Nova University

ORLANDO

Jean Ralph
B.A. Eastern Michigan University
M.A. Wayne State University
Ed.S. University of Michigan
Ed.D. Nova University

PHOENIX, ARIZONA

Marion Donaldson
B.S. Arizona State University
M.S. University of Southern California
Ed.D. University of Arizona

TALLAHASSEE

Jo Ellen Salce Rogers
B.A. Florida State University
M.S. Florida International University
M.S. Florida State University
Ph.D. Florida State University

TAMPA

Elizabeth Argott
B.A. Trenton State College
M.A. University of Tampa

WEST PALM BEACH

Michael Robbins
B.A. University of Florida
M.Ed. Florida Atlantic University
Ed.D. Nova University

MASTER'S PROGRAM IN SPEECH AND LANGUAGE PATHOLOGY



Nova's Master of Science Degree Program with a major in Speech Language Pathology was designed to provide the necessary coursework and clinical experience for persons who plan to obtain Florida licensure in Speech and Language Pathology and who plan to prepare for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA). Individuals also may meet coursework and clinical requirements for Certification for Speech Correction by the Florida State Department of Education.

The Speech and Language Pathology major is offered at the master's level. However, persons with bachelor's degrees in other disciplines can obtain necessary background prerequisite courses through Nova College. Individuals completing an undergraduate degree at Nova College can enroll for prerequisite courses as electives. (See Typical Program Sequence for individuals without background in Speech-Language Pathology on page 41-42).

Admission Requirements

Persons with an undergraduate degree or specialty in speech correction and/or audiology, in most cases, will have met the requirements for prerequisite and related area courses. Prospective graduate students with a background in speech correction and/or audiology may transfer to the graduate program a maximum of 150 clock-hours with accompanying documentation from the university in which the hours were accumulated.

Persons eligible for admission to the program are:

- 1) Individuals with a bachelor's degree or specialty in speech correction and/or audiology and a cumulative grade point average of 3.0 (B) or above (on a 4-point scale) on all coursework in the major or specialty. Persons with less than a 3.0 (B) average enter the program on scholastic probation and must earn a 3.0 (B) average for the first six-credit hours taken in order to remain in the program and to remove the probationary status.
- 2) Individuals with a B.A. or B.S. in a major other than speech-language pathology enter the program taking the prerequisite course sequence and must maintain a 3.0 (B) average in order to begin the graduate sequence.
- 3) Students completing a bachelor's degree may begin taking the prescribed prerequisite and related area courses. A minimum grade point average of 3.0 (B) must be maintained in the speech-language prerequisite courses.

Transfer of Credit

Thirty-nine credits of graduate work, 25 clock-hours of observation and 300 clock-hours of supervised clinical experience, must be completed for the M.S. degree in Speech and Language Pathology and for meeting the requirements of the American Speech-Language-Hearing Association (ASHA). Transfer of graduate level credit up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed on approval of the Student Affairs Advisor. These credits must have been earned within the ten years prior to acceptance into the program. Transfer of a maximum of 150 clock-hours of clinical experience will be allowed when documented by the accredited institution where the hours were accrued and verified by the signature of a faculty member holding the Certificate of Clinical Competence (CCC).

Program Overview

All students are expected to complete a minimum of 39 credit-hours in specific required master's-level coursework at Nova University. This basic 39 credit-hour program is designed so that it meets course requirements for the Certificate of Clinical Competence awarded by ASHA, for Certification in Speech Correction by the Florida State Department of Education and for state licensure. In addition to the 39 credit-hours, students are required to complete a minimum of 25 clock-hours of observation and 300 clock-hours of clinical experience under the supervision of program faculty or staff from University approved clinical affiliates. Supervisors hold the Certificate of Clinical Competence in Speech-Language Pathology and/or Audiology by ASHA. Persons with a bachelor's degree in a discipline other than speech-language pathology and undergraduate students completing a bachelor's degree will be able to take

a prerequisite and related area courses at Nova College. Information regarding the prerequisite sequence is available from the program director at the Center for the Advancement of Education. Admission to further coursework in the program beyond the "Basic Module" (See Typical Course Sequence, pp. 41-42) requires completion of the BA/BS degree. Students enter the graduate program in cohorts of 15 to 20 beginning in the September or March cycles. Courses are offered evenings and Saturdays and clinical practicums and labs are scheduled with respect for the availability of clients presenting specific disorders, the availability of faculty supervision, and the student's schedule. The prerequisite sequence can be started every cycle when the required minimum number of students has registered. (See Typical Prerequisite Sequence, p. 42)

Academic Expectations

Admission to Candidacy

Students majoring in Speech and Language Pathology become eligible for admission to candidacy for the master of science degree after:

- 1) Completion of two six-credit modules with a 3.0 (B) average.
Prerequisite or related courses may not be used for this purpose.
- 2) Completion of a minimum of 25 clock-hours of supervised clinical experience on campus at Nova University with a 3.0 (B) average.
- 3) Submission of three letters of recommendation from colleagues or other persons who know the student's work and an *official* transcript, sent directly to CAE, or submitted in person to a CAE staff member.
- 4) Completion of prerequisite courses.
- 5) Having received a positive recommendation from program faculty who have worked with the student in an instructional and/or supervisory capacity. The basis for this evaluation includes all coursework; clinical work; and the student's oral and written speech, language, and communication skills.
- 6) Review by the program faculty of the files for eligible students and recommendation of one of two actions to the CAE candidacy committee:
 - a) unqualified acceptance;
 - b) probationary status; (which may include additional coursework and/or clinical hours, speech-language remedial work, etc.)

The committee may recommend termination from the program.

After the Candidacy Committee has reviewed the students' files and recommendations, formal letters are mailed to the students indicating their status. Note: Following admission to candidacy, the student must continue to maintain a 3.0 (B) average in both coursework and clinic work.

Grading

Speech and language pathology students must maintain a grade point average of at least 3.0 (B) for retention in the program. Students are expected to maintain a 3.0 (B) average in both the clinic practicums and labs, as well as the academic courses. If a student fails to maintain a 3.0 (B) average in either the course work or the clinic work (on or off campus) or if a student receives a combined total of three or more C's, the student is automatically dropped from the program. Incomplete (I) grades must be made up within six months of the final meeting of the module or course, as stipulated by the instructor; otherwise, a grade of F will automatically appear in the permanent records.

The evaluation system includes:	A = Excellent achievement	D = Poor achievement
	B = Good achievement	F = Failure
	C = Below expectations for	I = Incomplete
	a graduate student	

Degree Completion Requirements

To graduate, a student must complete a minimum of 39 credit-hours of master's level coursework; any prerequisite and related area courses prescribed; and all clinical practicums/labs to fulfill requirements for numbers of clock-hours and/or types of communication disorders. Upon completion of all course work and clinical clock-hours, the student must satisfactorily complete a clinical evaluation of a client and present a written report and an oral case presentation before the program faculty. Students in the 39 credit-hour basic program may take up to a maximum of five years from the date of their first registration to complete all degree requirements.

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Students who officially withdraw may petition the director if they wish to re-enter the program with another cohort, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations and pay all fees and tuition applying to the new cohort they join and its program sequence.

Registration

Students register through the director of the M.S. Program in Speech and Language Pathology. Application forms and registration information will be provided by applying to the director, M.S. Program in Speech and Language Pathology, at the Center for the Advancement of Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Transcripts of all of the applicant's previous coursework, undergraduate and graduate, should be forwarded to the program director prior to the student's registration for his/her first module taken in the program. (*Unofficial* transcripts from the applicant's files will be accepted for this program analysis. *Official* copies of all transcripts for our files must be sent prior to admission to candidacy.)

Grievance

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department.

Student Costs

Costs include a \$30.00 one-time, nonrefundable application fee for students who have not previously applied to a Nova program. Tuition is \$150.00 per credit-hour for all work taken in the program and \$200.00 per lab (speech-language, non-credit, graded 5900 Series). Students who must take additional coursework at the graduate or undergraduate level register for these additional courses at the tuition rate prevailing at the time in either Nova College or in the Center for the Advancement of Education's Graduate Education Module (GEM) Program. Tuition and registration fees must be received at least one week before the first class session; otherwise, a \$25.00 late fee will be charged.

Tuition Payment Policy

- Application Fee: —\$30.00 payable with all new student applications
- Eight-Credit Module —\$1200.00
- \$450 payable one business week before the cohort's starting date for the module
 - \$450 payable by the end of the fifth business week of the module
 - \$300 payable by the end of the ninth business week of the module
 - \$200 Lab
 - \$200 payable if one of the series 5900 Lab courses is to be included; the fee is payable with the third payment by the end of the ninth business week of the module
- Six-Credit Module —\$900.00
- \$450.00 payable one business week before the cohort's starting date for the module
 - \$450.00 payable by the end of the fifth business week of the module
 - \$200.00 Lab
 - \$200.00 if one of the series 5900 Lab courses is to be included; the fee is payable by the end of the ninth business week of the module
- Single Course —\$450 payable one business week before the cohort's starting date
- \$200.00 Lab
 - \$200.00 if one of the series 5900 Lab courses is to be included; the fee is payable by the end of the fifth business week

A late fee of \$25.00 will be charged for payments *received* after the due date.

Tuition Refund Policy

Fees other than tuition are not refundable. Students who wish to receive a refund of tuition must notify, *in writing*, the director of the program of their reasons for withdrawal. Refunds will be based on the postmark date of written notification. Unless written notification of withdrawal is on file, students are assumed to be active participants and are responsible for tuition payments connected with their signed registration forms whether or not an initial payment has been submitted. In the case of a refund, the following schedule applies:

- For 100% refund: withdrawal in writing prior to the first class session.
- For a 75% refund: withdrawal in writing before the second class session, regardless of class attendance.
- For a 50% refund: withdrawal in writing before the third class session, regardless of class attendance.
- No refunds after the third class session, regardless of class attendance.

Financial Aid

Nova University operates several programs for student financial aid to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Financial Aid, Nova University. Telephone number (305) 475-7410.

Program Sequence—designed to meet the coursework requirements for the Master of Science Degree in Speech and Language Pathology and the requirements of the American Speech-Language-Hearing Association for the Certificate of Clinical Competence.

Typical Sequence for Individuals with a Background in Speech-Language Pathology:

Spring '85	Summer '85	Fall '85	Winter '86
Basic Module	Module A	SLP 5301—	Module C
SLP 5101—	SLP 5601—	Speech-Language	SLP 5502—
Anatomy &	Clinical	Development	Language
Physiology of the	Procedures	SLP 5504—	Disorders in
Auditory and	SLP 5991—	Language	Adults
Vocal Mechanism	Required Lab	Disorders in	*SLP 5993—
SLP 520—	*SLP 5993—	Children	Optional Lab
Hearing &	Optional Lab	*SLP 5993—	
Speech Sciences		Optional Lab	

Spring '86	Summer '86	Fall '86	Winter '87
Module B	Module D	Module E	SLP 5400 —Off-
SLP 5501 —Voice	AUD 5101 —	SLP 5701 —	Campus
& Fluency	Fundamentals of	Diagnosis of	Practicum
Disorders in	Audiology	Language-Speech	SLP 5500
Children &	AUD 5501 —	Problems	(K-12)—Off-
Adults	Habilitative/	SLP 5992 —	Campus
SLP 5503 —	Rehabilitative	Required Lab	Practicum
Speech Disorders	Procedures for	SLP 5400 —Off-	(School Site)
of Children &	the Hearing	Campus	*SLP 5993 —
Adults	Impaired	Practicum	Optional Lab
*SLP 5993 —	AUD 5100 —	*SLP 5993 —	
Optional Lab	Required	Optional Lab	
	Practicum in		
	Audiology		
	*SLP 5993 —		
	Optional Lab		

***SLP 5993:** Optional lab offered to students who are eligible to accrue clock-hours. SLP 5993 is a non-credit, graded lab which can be repeated as often as necessary.

Typical Prerequisite Sequence for Individuals without a Background in Speech-Language Pathology:

Summer '85	Fall '85	Winter '86	Spring '86
PHY 301 —	LSC 301 —	LSC 302 —	SLP 5401 —
Acoustics of	Anatomy and	Anatomy and	Introduction to
Speech and	Physiology of the	Physiology of	Hearing,
Hearing	Vocal Mechanism	Hearing	Language, and
EDU 435 —			Speech Disorders
Survey of			
Exceptionalities			

Summer '86	Fall '86	
SLP 5301 —	Begin Graduate	See Typical
Speech-Language	Program with	Program
Development	Basic Module:	Sequence

Note: In addition to the coursework requirements, the University and ASHA require a minimum of 25 clock-hours of observation and 300 clinical clock-hours of experience.

Course Descriptions

Basic Module

SLP 5101 Anatomy and Physiology of the Auditory and Vocal Mechanism Anatomic and physiological bases for the normal development and use of speech, language, and hearing. 3 credit-hours.

SLP 5201 Hearing and Speech Sciences Psycho-acoustical and linguistic bases of the production and perception of speech, language, and audition, including self-monitoring of sensory information. 3 credit-hours.

Module A

SLP 5601 Clinical Procedures Service delivery systems and settings, including diagnostic and therapeutic practices in the public and private schools, in private practice, in medical settings and public agencies. Total case management including referrals, reporting, case follow-up, counseling and interagency coordination. 3 credit-hours.

SLP 5991 Lab. Required.

Module B

SLP 5501 Voice and Fluency Disorders in Children and Adults Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management. 3 credit-hours.

SLP 5503 Speech Disorders of Children and Adults Procedures for identification and remediation of articulation disorders, such as dyspraxia, cleft palate, and dysarthria and cerebral palsy. Alternative communication systems. 3 credit-hours.

SLP 5993 Lab. Optional.

Module C

SLP 5502 Language Disorders in Adults Clinical procedures for an array of pathological conditions of language affecting adults. 3 credit-hours.

SLP 5993 Lab. Optional.

Module D

AUD 5101 Fundamentals of Audiology Introduction to hearing testing, test interpretation, and implications for client management. 3 credit-hours.

AUD 5501 Habilitative/Rehabilitative Procedures for the Hearing Impaired Remediation of communication problems resulting from hearing impairment. Use of amplification and assistive devices. 3 credit-hours.

AUD 5100 Practicum II—Audiology Required. Testing and remedial procedures, use of amplification, speech reading, and aural habilitation. 3 credit-hours.

Module E

SLP 5701 Diagnosis of Language and Speech Problems Study of test interpretation and relationships between subtests in order to make a differential diagnosis. 3 credit-hours.

SLP 5592 Practicum. Required.

SINGLE COURSES

SLP 5301 Speech-Language Development Study of normally developing communicative skills in infants and young children. Observational techniques, phonetic transcription, non-verbal exchanges, and analysis of vocal output. 3 credit-hours.

SLP 5401 Introduction to Hearing, Language, and Speech Disorders An overview including manifestations, classifications, and causes. Identification, screening, and referral procedures for speech pathologists, classroom teachers, special educators, and school and public health nurses and administrators. 3 credit-hours.

SLP 5504 Language Disorders in Children Clinical procedures for an array of pathological conditions of language affecting children, including developmental and acquired problems. 3 credit-hours.

PRACTICUMS

SLP 5400 Clinical Practicum I—Speech-Language Pathology Supervised, direct clinical experience with children and adults. Procedures for evaluation, test interpretation, remediation, reporting, and family counseling. 2 credit-hours. Off-Campus.

SLP 5500 Clinical Practicum K-12. Speech-Language Pathology Supervised, direct clinical experience with students in a school setting. Procedures for evaluation, test interpretation, remediation, reporting, and family counseling. Required of all persons seeking Florida Department of Education Certification for speech correction. 2 credit-hours. Off-Campus.

Lab (5900 Series) Supervised observation and/or clinical experience. SLP 5991 and SLP 5992 are required. SLP 5993 is optional and may be repeated until clinical clock-hour requirement is met. Clock-hours are accrued; no credit-hours. Fee \$200.

UNDERGRADUATE COURSES

Prerequisite courses in Speech-Language Pathology are offered through Nova College to students without a background or with a limited background in the field. The following courses are designed to provide subject matter background necessary for further study.

LSC 302 Anatomy and Physiology of Hearing Introduction to the anatomy, physiology, and neuroanatomy of the auditory system. 3 credit-hours.

LSC 301 Anatomy and Physiology of the Vocal Mechanism Introduction to the anatomy, physiology, and neurophysiology of the vocal mechanism. 3 credit-hours.

PHY 301 Acoustics of Hearing and Speech Introduction to the physics of sound and phonetics as related to speech communication. 3 credit-hours.

ED.D. PROGRAM IN EARLY AND MIDDLE CHILDHOOD



The Ed.D. Program in Early Childhood was created in 1972 to provide responsible leadership for the growing need in this field. The program was designed to foster increased academic and leadership competencies for persons who had made a genuine commitment to the field of early childhood and who had demonstrated exceptional capabilities within the field. In January, 1984, the program was extended to include the middle as well as the early childhood years. Employed professionals who directly impact the quality of life for children are best suited for this program.

The Cluster Concept

The Ed.D. Program in Early and Middle Childhood is a field-based program. Formal instruction occurs in Saturday cluster seminars. Each cluster is a cohort of 20-30 early and middle childhood professionals who live and work in variety of settings but within geographic proximity. Students in each cluster begin the program at the same time and progress through the program components (study areas, practicums, and summer institutes).

The cluster is intended to serve as both an administrative and education vehicle for the program. For example, communication and decision-making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups which meet between seminars to initiate and complete assignments. Program funds are available for arranging for guest lecturers, for hosting special educational events, for initiating community related activities, and for other educational activities designed by the cluster.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator is a facilitator of many administrative cluster details and cluster activities. He/she acts as academic support person and as ombudsperson for students, and counselor to students.

Program Overview

During the three-year program students receive instruction through a variety of mechanisms. The major program components, however, are the study areas, the practicums, and the Summer Institutes.

STUDY AREAS—There are five areas of study in the program, each representing a core of knowledge and including a series of related academic experiences essential for the development of childhood professionals.

Each study area is designed to involve students in five to seven months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; for evaluation procedures; for the coordination of national guest lecturers' presentations; and for providing commentary on the student's performance. Study Guides and Books of Readings outline and interrelate the study area material. Study areas meet one Saturday per month for seven hours of instruction. Attendance is expected at all meetings.

When a cluster completes the five study areas, a weekend of culminating activities is scheduled. The cluster, under the direction of the coordinator, determines and designs the experience.

PRACTICUMS—Nova University practicums are actions taken to improve a system, program, or product in early and middle childhood. Students take an active part in improving their professional setting through direct involvement in a solution designed to solve an identified problem. The concept of the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought. Practicums require identification of a significant problem, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in early or middle childhood. Instruction on the practicum component is organized into two day-long cluster sessions. One of these sessions occurs about five months after the cluster begins the program; the second occurs half way through the program.

SUMMER INSTITUTES—The event in the program which brings students together from all clusters is the annual summer institute. This conference provides an opportunity for interaction among students from all clusters, faculty, cluster coordinators, central staff, and invited lecturers and guests. The institutes have national focus and provide for a broad perspective concerning early and middle childhood issues. A theme is selected and experts in related areas are present for formal presentations, small group sessions, workshops, and individual discussions.

Each doctoral student must attend two summer institutes. These are “live-in” experiences and students are responsible for their travel, room, and meal costs. Summer institutes have been held in St. Petersburg, Florida; in Washington, D.C.; in Oakland, California; and in Palm Beach Gardens, Florida.

Grading and Student Evaluation

Students in the Ed.D. Program in Early and Middle Childhood must achieve a Pass grade in each study area to remain in the program. A Pass is equal to the grade of B or better. Evaluative commentary on the student’s performance is provided by each faculty member.

Incomplete grades may be fulfilled by a Request for Time or Contract for Alternative. Readmission following academic dismissal is not possible in this program.

Admission Requirements

The Ed.D. Program in Early and Middle Childhood seeks competent, experienced childhood professionals actively involved in the field. It serves practitioners who demonstrate leadership abilities, academic competencies, and who are committed to improving the quality of life for children and families.

Specific requirements for enrollment and admission to the program include:

- A master’s degree in education or a child-development related field from a regionally accredited institution.
- Evidence that the applicant has the academic competence to be successful in the program. This judgment will be based on previous academic records, academic activities since obtaining the master’s degree, letters of recommendation, a personal or telephone interview, and written responses to questions dealing with the field of early and middle childhood.
- The applicant must occupy a position that requires or allows him/her to work independently; impact directly or indirectly on children.
- Three years of work experience in an early or middle childhood affiliated setting.

Credits and Certification

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with participants seeking certification to the extent that any specific requirements are compatible with the program.

Credits are awarded for work as it is completed.

- Year One 24 credits (first and second study areas and the introductory practicum proposal)
- Year Two 27 credits (third and fourth study areas and the introductory practicum report)
- Year Three 21 credits (fifth study area and the major practicum)

Because the Nova program differs in so many fundamental ways from traditional programs, there simply is no equivalent course work for which credit could be transferred. Transfer credits are therefore *not* accepted in fulfillment of the Ed.D. requirements.

Information Retrieval Service

The Information Retrieval Service was designed to provide Nova students with an opportunity to acquire resources that might not otherwise be available to them. Its function is to supply students with some of the resources (i.e., computer searches, ERIC microfiche, and consultation services) needed for performing practicums or for other research interests.

The result of a computer search is a printout that contains the full bibliographic citation of all documents and journal articles related to the requested search. The computer printout amounts to an annotated bibliography. Using the data in the printout, students can locate complete copies of desired materials.

Faculty and Visiting Lecturers

The Ed.D in Early and Middle Childhood is administered by Drs. Diana Marcus and Mary Ellen Sapp. A part of the Center for the Advancement of Education, which is under the guidance of Dr. Richard Goldman, the program seeks to promote maximum student-faculty interaction.

David Champagne, Peggy Moreno, Polly Peterson, Marilyn Segal, Jule Sugarman, and Jethro Toomer, Jr., act as study area faculty. Richard Goldman, Riley Holman, Georgianna Lowen, Dorothy Adams Peck, Polly Peterson, JoEllen Salce Rogers, Walter Schurman, and Paul Wessen are the practicum review staff. Among the outstanding national lecturers who visit cluster meetings are Don Adcock (University of Colorado), Nicholas Anastasiow (Hunter College), Betty Carnes (Division of Child Development, S. Carolina), Audrey Champagne (University of Pittsburgh), Alice Honig (Syracuse University), Paul Kleine (University of Oklahoma), Larry Krafft (Temple University). These prominent guests have excellent qualifications and bring to the cluster participants expertise in a variety of areas related to early and middle childhood.

Program Costs

Tuition for the Ed.D. Program in Early and Middle Childhood is \$3,300 per year for each year of the three-year program. Semi-annual payments of \$850 each are charged students who require all or part of a fourth year in order to complete the program. Students may receive a six-month extension beyond the fourth year with the permission of the student affairs committee. An \$850 fee is charged for this additional period.

OTHER FEES—A one-time, non-refundable application fee of \$30 is required and must accompany the completed application.

A \$20 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

OTHER PROGRAM EXPENSES—Program students will be responsible for the purchase of textbooks as well as other typical needs associated with advanced study. Materials fees will be charged as necessary.

TUITION PAYMENT PLANS

PRE-PAYMENT IN FULL—Students may pay one year's full tuition at the first cluster meeting thus avoiding service fees.

INSTALLMENT PLAN—Students may pay their tuition in three payments over the year. Those choosing this payment plan will be billed once a year and are responsible for adhering to the payment dates outlined in the billing. A breakdown of fees and dates for each year follows:

DATE	YEAR 1	YEARS 2 & 3
To be paid before the first official cluster meeting	\$225 (deposit* & application fee) \$1,000 (tuition) \$1,225	\$1,200 (tuition)
To be paid on or before the first day of the 4th month following the first official cluster meeting	\$1,075 (tuition & \$25 service fee)	\$1,075 (tuition & service fee)
To be paid on or before the first day of the 8th month following the first official cluster meeting.	\$1,075 (tuition & \$25 service fee)	\$1,075 (tuition & service fee)

*Program Deposit—A \$200 deposit is required prior to the first official cluster meeting. The deposit and any paid tuition will be refunded if the applicant notifies the Director before the start of the cluster that she/he does not wish to begin the program, or if the cluster does not form, or if the applicant is not admitted to the program.

LATE PAYMENT PENALTIES—All payments must be met according to this schedule. No exceptions will be made for students in the process of obtaining loans. A late payment penalty of \$50 will be assessed each time a payment date is missed. Repeated late payments will result in the student's being dropped from the program.

REFUNDS—Students will receive a full refund of tuition paid if they withdraw before the first official cluster meeting; the total tuition less the first payment if they withdraw before the first day of the fourth month following the first official cluster meeting; the total tuition less the first and second payment if they withdraw on or before the first day of the eighth month following the first official cluster meeting.

All students must notify the program director in writing of their intention to withdraw. Refunds and liabilities are calculated from the date the director receives written word of the student's intentions. Students paying on the installment plan must notify the director of their withdrawal before entering a new payment period, or they will be liable for an additional payment.

Re-entry into the program following withdrawal or as a result of being dropped for non-payment must be discussed with the program director. A \$100 reinstatement fee will be charged and the student will be subject to the tuition schedule in effect at the time of reinstatement.

STUDENT LOANS—Federally Insured Student Loans are available for eligible students. For more information, contact Nova's Office of Financial Aid or our student loan office at 475-7410.

Student Rights and Responsibilities

Student dismissal for reasons of non-professional behavior will be determined by an Appeals Committee comprising graduates, peers, and faculty.

Grievance

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department.

THE STUDY AREAS

Year 1

CHILD GROWTH AND DEVELOPMENT STUDY AREA

EC 606 The Child and the Family (3) This course focuses on the child within his total life space—his family, community, society, and culture. Major emphasis is given to a study of the changes that are taking place in the American society and the impact of these changes on the family.

EC 625 Social and Emotional Development in Children (3) Beginning with a study of early bonding and attachment behavior in the infancy period, this course examines social and emotional development in children. Particular emphasis is placed on theory and research relating to the development of both aggressive and prosocial behavior.

EC 630 Observing and Assessing the Young Child (3) This course familiarizes the candidates with the characteristics and capabilities of young children. It familiarizes the student with instruments and techniques that are used to measure and record physical, perceptual, intellectual, social, and emotional development. Candidates are required to participate in settings where they have opportunities to acquire and demonstrate observation and assessment skills. At the end of the course, the candidate is expected to have developed skills in the use of a variety of formal and informal instruments and to recognize the usefulness and limitations of testing.

EC 635 Trends and Issues in Exceptional Child Education (3) Investigation of current practices in the identification, diagnosis, categorization, and education of exceptional children. Special attention is given to controversial issues relating to mainstreaming, interpretation of least restrictive environment, definition of specific learning disability, labeling practices, and parental involvement.

EC 700 Practicum Orientation Workshop (3) This intensive workshop develops student understanding of the practicum concept and skills related to the problem solving process. These skills include problem identification, diagnosis, and documentation; literature review;

goal setting and assessment; and selection of solution strategies. Completion of this course requires an approved Practicum I Proposal.

RESEARCH AND EVALUATION STUDY AREA

RS 610 Descriptive and Inferential Statistics (3) This course provides for development of understanding of the basic analytic tools of quantitative inquiry. Focus is on development of a sound understanding of probability theory and inferential techniques. Considerable attention is provided to demonstration of interpretive skills.

RS 712 Research Methodology and Design (3) A skill building course in the selection and utilization of appropriate research design and analysis. Student experiences include understanding of basic design concepts, conducting critiques of actual research designs, and utilization of research methodologies to attack student generated problems.

AS 505 Evaluation for Administrators (3) This course will prepare administrators to evaluate the full range of activities for which they are responsible. Techniques will range from informal in-house methods to those for the more sophisticated researcher.

Year 2

PROGRAM DEVELOPMENT STUDY AREA

CU 500 Modern Curriculum Design (3) This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

EDU 655 Grantsmanship (1) Participants become familiar with the grantsmanship vocabulary, the basic components of proposal development, and the resources available for funding proposals focusing on problems in early and middle childhood.

CU 665 Theories of Learning and Effective Teaching (3) This course examines both modern and traditional theories and their relationship to effective learning behaviors. An effort is made to evaluate the implications and significance of learning research for the childhood professional.

CU 666 Curriculum: Theory and Practice (3) Participants examine the historical antecedents to early and middle childhood curricula. They track the effect of numerous persons (e.g., Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Montessori, Piaget) on current curriculum practices. A culminating activity involves the participants in observing numerous early and middle childhood environments. From those observations and interviews with staff, the participants infer relationships between the ideas of the historical leaders and current practices in early and middle childhood.

EC 701 Practicum 1 (6) This practicum involves the exposure to a sequential series of experiences designed to insure that students master the problem-solving process. Through participation and involvement, students develop skills in identifying and diagnosing problems in actual childhood settings. Students assume a leadership role in solving the identified problem; they implement a solution and evaluate its effectiveness. The proposal approved in EC 700 is implemented and a written report prepared.

MANAGEMENT AND LEADERSHIP STUDY AREA

AS 525 Human Relations in Educational Change (3) This course focuses on models of organizational health. Special emphasis is given to working in committees and achieving results with and through other people. Image management and using the potential of good communication to facilitate educational change are included.

EC 516 Budget as a Management Tool (2) The course introduces students to the basic concepts and procedures of budgeting. It is a skill building course in which program budgets are actually designed, critiqued, and modified to achieve given objectives. The course introduces budgeting techniques appropriate to small and large scale operations and to private and public programs.

AS 551 Overview of Educational Administration (3) This is a course designed to provide the essential understanding of administration in America's public education on federal, state, intermediate, local, and individual levels. Concepts, processes, and organization; decision-making; and the roles of administrators and teachers are explored.

SU 605 Supervision in Educational Settings (3) This course emphasizes the basic theoretical foundations of supervisory techniques and the utilization of skills essential for effective supervision of educational personnel.

Year 3

POLITICAL PROCESSES AND SOCIAL ISSUES

AS 651 Policy and Political Processes in the American System (3) This is a basic graduate course in the dynamics of the American political system. Students are expected to gain familiarity with basic concepts of government and policy making as they are revealed in ongoing political systems. The development of policy related to human services provides a focal point for study of national, state, and local political systems.

EC 567 Policy Analysis in Early and Middle Childhood (3) In this course students are required to gain and demonstrate skill in analysis of specific policies related to early and middle childhood. Classical as well as contemporary analytic models are introduced as tools for policy analysis, and study of the strengths and limitations of each model is required.

EC 612 Socio-Political Setting in Early and Middle Childhood (3) This course provides a historical and sociological perspective about the development of programs in early and middle childhood. While the focus is on the development of such programs in significant historical periods in the United States, cross-national experiences are studied as well. Specific attention is paid to the historical shifts in basic conceptions of the child and family.

EC 702 Major Practicum (12) A problem of significance to the early and middle childhood student is identified, documented, and an appropriate solution carried out. After approval of a proposal by practicum staff, the student implements and evaluates the improvement process.

Faculty for Ed.D. Early and Middle Childhood

DIANA MARCUS

Director

B.A. Hunter College

M.S. Queens College

Ph.D. University of Connecticut

MARY ELLEN SAPP

Director of Practicums

B.Ed. University of Miami

M.Ed. Florida Atlantic University

Ph.D. Ohio State University

DAVID CHAMPAGNE

Senior Faculty Member

B.S. State University of New York
at Albany

M.S. State University of New York
at Albany

M.S. in Education, Harvard University
Ed.D. University of Pittsburgh

RICHARD GOLDMAN

Center Director and

Practicum Advisor

B.A. University of Pittsburgh

M.Ed. University of Pittsburgh

Ph.D. University of Pittsburgh

RILEY HOLMAN

Practicum Advisor

B.S. College of South Utah

M.S. Brigham Young University

Ed.D. Brigham Young University

GEORGIANNA LOWEN

Practicum Advisor

B.A. Wellesley College

M.S. Florida State University

Ed.D. University of Southern Mississippi

SAM MEISELS

Senior Faculty Member

B.A. University of Rochester

Ed.M. Harvard University

Ed.D. Harvard University

PEGGY MORENO

Senior Faculty Member

B.A. University of Florida

M.Ed. University of Florida

Ed.D. University of Florida

DOROTHY ADAMS PECK

Practicum Advisor

B.A. Morris Brown College

M.S.W. Atlanta University

Ed.D. University of Miami

POLLY PETERSON

Senior Faculty Member and

Practicum Advisor

B.S. University of Michigan

M.A. Michigan State University

Ph.D. Michigan State University

ELIZABETH A. POLINER

Director of Information Retrieval Services

B.Ed. University of Miami

M.Ed. University of Miami

JOELLEN SALCE ROGERS

Practicum Advisor

B.A. Florida State University

M.S. Florida International University

M.S. Florida State University

Ph.D. Florida State University

MARILYN SEGAL

Senior Faculty Member

B.A. Wellesley College

M.S.W. McGill University

Ph.D. Nova University

WALTER SCHURMAN

Practicum Advisor

B.A. University of Maine

M.Ed. Florida Atlantic University

Ed.D. Nova University

JULE SUGARMAN

Senior Faculty Member

B.A. American University

JETHRO TOOMER, JR.

Senior Faculty Member

B.A. Morehouse College

Ph.D. Temple University

PAUL WESSEN

Practicum Advisor

B.A. Florida Atlantic University

M.A. Florida Atlantic University

Ed.D. Nova University

NOVA UNIVERSITY LEARNING RESOURCES



Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Mailman-Hollywood Building on the main campus and houses Nova University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, and education.

Several special library services are available to Nova University students through the librarian at the Einstein Library. These services include computer searches through the DIALOG Information Retrieval Service, Interlibrary Loan service to locate materials not immediately available at Nova's Library, and access to several area university libraries through the Southeast Florida Educational Consortium.

This facility contains individual study carrels, a media room, and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week. For further information, call 475-7496.

Also located on the main campus in the Parker Building is the **GEORGE ENGLISH LIBRARY**. This specialized collection of books and periodicals reflects and supports the teaching of the life sciences. This library is open for research and study more than 65 hours per week. For more information, call 475-7326.

The **UNIVERSITY SCHOOL MEDIA CENTER** is located in the University School Building for preschool through middle school students. High school students are provided a collection of books and periodicals located in the Parker Building Library. This media center has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. Student and faculty involvement in media production is an integral part of the media center.

The William Springer **RICHARDSON LIBRARY**, housed at the Port Everglades site of the Oceanographic Center, contains a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 475-7487.

The **LAW LIBRARY** is housed in the Leo Goodwin, Sr., Law Building at 3100 S.W. 9th Avenue, Fort Lauderdale. The library collection, now over 100,000 volumes, contains the standard materials required for legal study and research: English, American, and state court reports and statutes; administrative rulings, legal encyclopedias, periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning and international law. It is one of the few collections designated as a depository for United Nations documents. The Law Center also houses a majority of the United States Government documents which are deposited with Nova University.

The combined holdings of the University library system contain extensive collections in the basic sciences, applied mathematics, and computing sciences. Through computer terminals, the Nova Libraries are connected with the **DIALOG Information Retrieval System** and other national data bases.

Through special cooperative arrangements, Nova University students have access to other libraries in the South Florida Educational Complex such as the Broward Community College Library. A unique community-university arrangement exists at Coral Springs, where the local branch of the Broward County Public Library and Nova University at Coral Springs have a joint "Communiversities" library facility. Believing in maximum interchange of community educational resources, Nova University also maintains cooperative arrangements with other academic libraries in the area including the Professional Library of the Broward County Public Schools.

The Library Media Services provides a complete non-print media service, including educational materials and equipment in the following formats: 16mm film, videotape, audiotape, recordings, tape/slide presentations, sound filmstrips, and transparencies.

The Library Media Services also provides a complete range of media production services, enabling students and faculty to prepare video recordings, films, slides, audio cassettes, and transparencies for use in class.

Nova University provides appropriate learning resources at each of its academic centers. In addition, many resources within the broader community are utilized to enrich the learning environment of the students.

Information Retrieval Service

provides computer searches for students in *all* programs of the Center for the Advancement of Education. The students have direct access to more than 200,000 ERIC documents.

Learning Technology Laboratory

Consisting of a TV studio equipped to video record in color, a well equipped audio studio, and a graphics room, the laboratory provides good media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Learning Technology houses a growing library of instructional materials such as 16mm films, videotapes, filmstrips, slide/tape presentations, audio tapes and kits for students and faculty use. Full A/V equipment services are also available through the department.

Computing Facilities

The University Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building. Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.

NOVA UNIVERSITY POLICIES GOVERNING STUDENT RELATIONS



General

Nova University, hereinafter referred to as Nova, has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used herein means the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units publish, periodically, bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the Registrar. Each academic unit, group of units, and/or the Office of the Registrar, maintains at least one full-time employee to assist all students in obtaining information.

Financial Aid

Student Financial Aid at Nova University

Nova University offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation.

The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to “fill the gap” between the cost of education and the amount the family can reasonably be expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a University program; eligible for continued enrollment; a U.S. citizen, national or permanent resident; and making satisfactory academic progress toward a stated educational objective in accordance with the University’s policy on satisfactory progress for financial aid recipients.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year.

Loans

Guaranteed Student Loans (GSL)

The GSL program provides low-interest, long term educational loans through participating banks and credit unions. Graduate students who are enrolled at least ½ time are eligible to apply. The interest rate for first time borrowers after 9/13/83, is 8%. Graduate students may borrow up to \$5,000 per year. Repayment begins six months after the student is no longer enrolled at least half time.

Auxiliary Loans to Assist Students (ALAS/PLUS)

The ALAS loan program provides nonneed-based loans to independent students and parents of dependent students. The annual maximum loan limit is \$3,000. ALAS loans are available through participating banks. The interest rate is 12%, and repayment normally begins 30 to 60 days after the loan funds are disbursed.

Scholarships

Seminole and Miccosukee Indian Scholarships

Grants up to \$2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the Higher Education Committee of either tribe.

Veteran’s Benefits

All programs described in this bulletin are approved for veteran’s training by the Florida Department of Education. Benefits are paid by the VA on an independent study basis, which is equivalent to less-than-half-time training. Eligible veterans and veterans’ dependents should contact the Financial Aid Office for more information.

Deferred Payments

Deferred payment plans are available to allow students to spread the cost of tuition over several months. In such cases, a down payment is required, and the balance is paid in installments.

Students who apply for a student loan and receive tentative approval from the Financial Aid Office, may be eligible to sign a promissory note for the cost of tuition. Contact the University Comptroller's office for more information.

Other Sources of Assistance

Many employers offer tuition reimbursement to their employees and employee dependents. In addition, a number of other scholarships and grants are available through private donors and community organizations.

For More Information and Application Forms

Contact: Nova University
Financial Aid Office
Parker Bldg., Room 351
3301 College Avenue
Ft. Lauderdale, FL 33314

Phone:
In Ft. Lauderdale: 475-7410
In Miami: 940-7940 ext. 7410
Toll Free in Florida: 1-800-432-5021 ext. 7410

Housing

Located on the main campus is the Nova Cultural and Living Complex. Three buildings of ninety one- and two-bedroom unfurnished apartments, are available for graduate and married students. A five-story building of ninety furnished apartments, is available for undergraduate and other students. Apartments are leased to full-time students on an annual basis. Monthly rental includes utilities and central air conditioning. Rates will be furnished to interested students who are invited to request further information from the Housing Office, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Housing is limited by program and availability.

Applications for housing for the fall term should be submitted prior to May 31.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall in any way be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University Registrar is designated as the policy coordinator to assure compliance with all federal, state and local laws and regulations relative to nondiscrimination.

Educational Records and Privacy

Nova maintains a system of student records which includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized test scores, evidence of professional standing, and other admissions credentials as well as progress records (transcripts) of the student's studies at Nova.

Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released, to whom, and for what purpose.

Nova shall release records or components thereof without the written consent of the student only:

1. for purposes of audit and evaluation of Federal and State programs
2. to authorized representatives of:
 - a. the Comptroller General of the United States
 - b. the Secretary of the U.S. Dept. of Education and Commissioner of Education or their deputies
 - c. state educational authorities
3. to Nova personnel deemed to have a legitimate educational interest
4. to persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition and enforcement of said aid
5. to accrediting organizations in carrying out their functions
6. to parents of students who have established the student as a dependent according to the provisions of the Internal Revenue Code
7. to persons in compliance with a judicial order or lawfully issued subpoena
8. to persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons

Nova may release without written consent information which it may deem as directory information for currently enrolled students provided:

1. the student is notified of the categories designated as directory information
2. the student is given the opportunity to refuse disclosure of any or all of the categories
3. the student is given a reasonable period of time in which to submit said refusals in writing

Nova may release without written consent of the student information expressly limited to the facts as to whether or not the student is currently enrolled.

Nova may release without written consent information which it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student of any admission records of that student unless and until that student shall be enrolled as a student.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information, that such information is not permitted to be disclosed without the prior written consent of the student.

STUDENT RIGHTS AND RESPONSIBILITIES



Academic Rights and Responsibilities

Nova University as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill her or his potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community including:

1. the rights of personal and intellectual freedom which are fundamental to the idea of a university
2. a scrupulous respect for the equal rights of others
3. a dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution

The University expects its students to manifest a commitment to academic integrity, and to that end, a definition of original work is presented for each student's information, instruction, and acceptance.

Original Work at Nova University

Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original which has been submitted previously by the author or by anyone else for academic credit. Work is not original which has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

Referencing the Works of Another

All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

Reservation of Power

Nova shall reserve the right to amend, modify, change, add or delete such rules and regulations which may affect its relations with its students, as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes shall be required.

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About Nova University



Chartered by the State of Florida in 1964, Nova University is an independent university—nonsectarian, nonprofit, and racially nondiscriminatory. Numerous graduate programs offer master's and doctoral programs and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education, and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and at Old Westbury and Commack, Long Island.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

Nova University Degree Offerings

Doctoral and Professional Degrees

Doctor of Arts (D.A.) in:

Information Science
Training and Learning Technology

Doctor of Business Administration (D.B.A.) in:

Business Administration

Doctor of Business

Administration—International
Management (D.B.A.—I.M.) in:
Business Administration—
International Management

Doctor of Public Administration (D.P.A.) in:

Public Administration

Doctor of Education (Ed.D.) in:

Computer Education
Early and Middle Childhood
Higher Education
Leadership in Adult Education
School Administration
Vocational, Technical, Occupational
Education

Juris Doctor (J.D.) in:

Law

Doctor of Philosophy (Ph.D.) in:

Applied Developmental Psychology
Clinical Psychology
Oceanography

Doctor of Psychology (Psy.D.) in:

Clinical Psychology

Specialist Degrees

Educational Specialist (Ed.S.) in:

Computer-Based Learning
Computer Education
Computer Studies
Education (23 majors)
School Psychology

Master's Degrees

Master of Accounting (M.Ac.) in:

Accounting

Master of Business Administration (M.B.A.) in:

Business Administration

Master of Public Administration (M.P.A.) in:

Public Administration

Master's in International Business Administration (M.I.B.A.) in:

International Business
Administration

Master of Science (M.S.) in:

Admissions and Registration
Child Care Administration
Coastal Zone Management
Computer Applications
Computer-Based Learning
Computer Education
Computer Science
Computer Studies
Counseling Psychology
Education (23 majors)
Health Education
Human Resource Management
Human Services
Learning Resources
Marine Biology
Microcomputer Applications in
Management
School Guidance
Security Management
Speech and Language Pathology
Telecommunications Management

Bachelor's Degrees

Bachelor of Science (B.S.) in:

Accounting
Administrative Studies
Business Administration
Community Psychology
Computer Engineering
Computer Information Systems
Computer Science
Computer Systems
Electrical Engineering
Elementary Education
General Psychology
Health Care Services
Organizational Psychology
Legal Studies
Professional Management
Secondary Education

The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Any Nova University student has the right to inspect and review his/her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, Room 360, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the office of the registrar.

INFORMATION REQUEST FORM

I would like more information about the following Nova University center(s) and program(s).

Preschool through high school

☐ The University School (a private school)

☐ Davie ☐ Coral Springs

☐ Nova University at Coral Springs

Bachelor's Programs—undergraduate

- ☐ Accounting
- ☐ Administrative Studies
- ☐ Business Administration
- ☐ Community Psychology
- ☐ Computer Engineering
- ☐ Computer Information Systems
- ☐ Computer Science
- ☐ Computer Systems

- ☐ Electrical Engineering
- ☐ Elementary Education
- ☐ General Psychology
- ☐ Health Care Services
- ☐ Organizational Psychology
- ☐ Legal Studies
- ☐ Professional Management
- ☐ Secondary Education

Master's Programs

Select no more than three.

M.Ac.

☐ Accounting

M.B.A.

☐ Business Administration

M.S.

- ☐ Admissions or Registration
- ☐ Child Care Administration
- ☐ Coastal Studies
- ☐ Computer Applications
- ☐ Computer Education
- ☐ Computer Science
- ☐ Computer Studies
- ☐ Counseling
- ☐ Education (23 majors)

M.P.A.

☐ Public Administration

- ☐ Health Education
- ☐ Human Resource Management
- ☐ Human Services
- ☐ Learning Resources
- ☐ Marine Biology
- ☐ Microcomputer Applications in Management
- ☐ School Guidance
- ☐ Security Management
- ☐ Speech and Language Pathology
- ☐ Telecommunications Management

Educational Specialist

Ed.S.

- ☐ Computer Applications
- ☐ Computer Education
- ☐ Computer Studies
- ☐ Education (23 majors)
- ☐ Health Education
- ☐ Learning Resources
- ☐ School Psychology

Doctoral Programs

Select no more than three.

D.A.

- ☐ Information Science
☐ Training and Learning Technology

D.P.A.

- ☐ Public Administration

Ed.D.

- ☐ Computer Education
☐ Early and Middle Childhood
☐ Educational Leadership
☐ Higher Education

J.D.

- ☐ Law

Ph.D.

- ☐ Clinical Psychology
☐ Applied Developmental Psychology

Psy.D.

- ☐ Clinical Psychology

D.B.A.

- ☐ Business Administration

D.B.A.-I.M.

- ☐ International Management

- ☐ Leadership in Adult Education

- ☐ Vocational, Technical, Occupational
Education

- ☐ Oceanography

Nondegree Programs, Institutes, and Public Services.

Select no more than three.

- ☐ Family Center
☐ The Banking Institute
☐ Computer Education Workshops
☐ Continuing Education in Psychology
☐ Institute for Retired Professionals
☐ Institute for Social Services to Families
☐ Institute for Survival Technology

- ☐ Intensive English Program for
International Students
☐ Postdoctoral Institute in Psychotherapy
☐ Cultural Events
☐ Psychological Clinics
☐ Financial Aid

Please fill in the following information. (Please Print)

NAME _____

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Mail this form to: **The Office of University Relations, Nova University**
3301 College Avenue, Ft. Lauderdale, Florida 33314



CENTER FOR THE ADVANCEMENT OF EDUCATION

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